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ABSTRACT

The publication is one of a series produced by the Enrichment of Teacher and Counselor Competencies in Career Education Project (ETC Project). The Project was designed to (1) develop, evaluate, and disseminate career education curriculum guides, (2) develop, implement, evaluate, and disseminate sample teaching learning modules, and (3) develop, evaluate, and disseminate a design of a K-6 career education instructional system. Concepts of career development have been formulated and used in creating teaching units and prototype student materials. Each unit will focus on one or more of the following concepts: Coping Behaviors, Decision Making, Lifestyle, Self-Development, Attitudes and Appreciations, Career Information, and Educational Awareness expressed in general terms, as teacher goals, and as pupil performance objectives. Each unit to be developed will be directly tied to a subject matter area and will relate to an occupation or occupational cluster area. Appendixes A and B are working drafts of project materials. Appendix C is a list of 28 terms defined. (MS)

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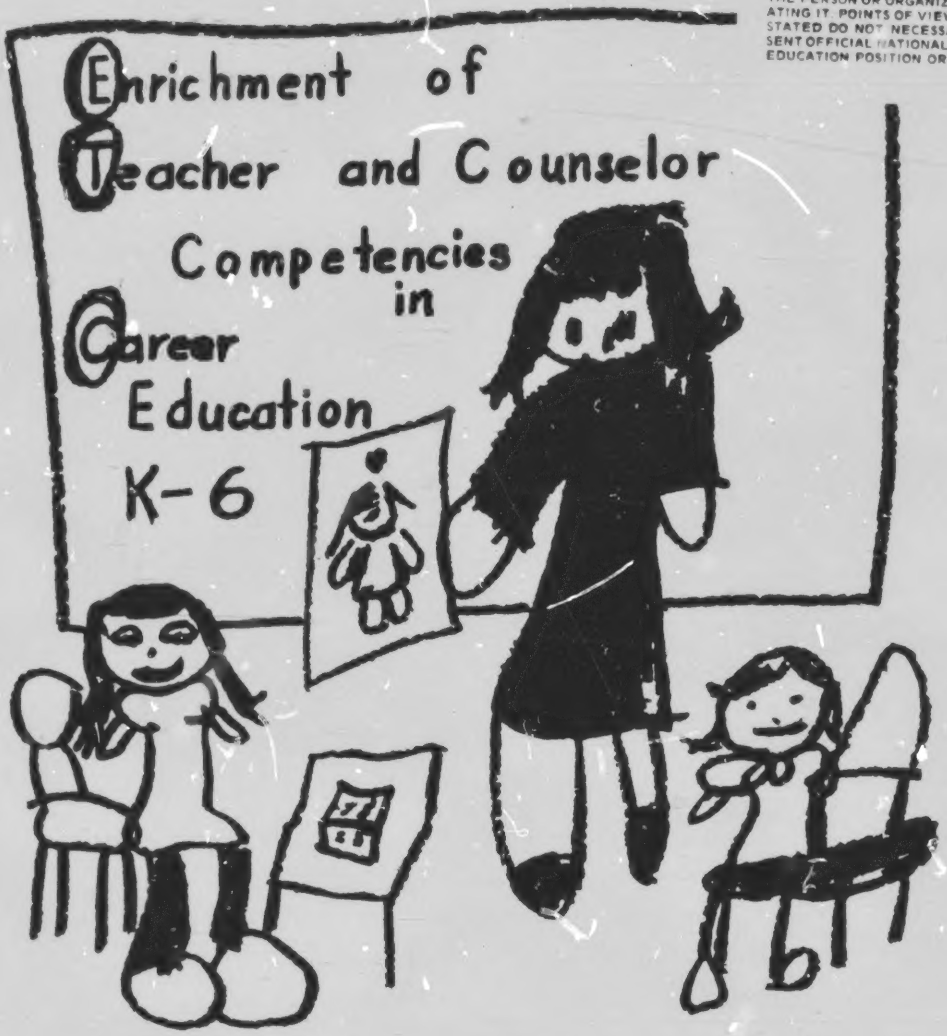

# A CURRICULUM DESIGN: CONCEPTS & COMPONENTS

Developed by The Center for Educational Studies, School of Education, Eastern Illinois University, Charleston, Illinois, in cooperation with The Curriculum Center for Occupational and Adult Education, Bureau of Adult, Vocational, and Technical Education, United States Office of Education.

CE 000 848

This document
is used as the basis
for development of
the following publications:

**Coping Behaviors Dimension Guide**
**Decision Making Dimension Guide**
**Lifestyle Dimension Guide**
**Self-Development Dimension Guide**
**Interacting Dimensions Handbook**

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# A CURRICULUM DESIGN: CONCEPTS & COMPONENTS

## K-6 Career Education

by

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June 1974

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# FOREWORD

This publication is one of the products that has been produced by the Enrichment of Teacher and Counselor Competencies in Career Education (K-6) Project staff at Eastern Illinois University, Charleston, Illinois. The project was funded June 15, 1972 by the Curriculum Center for Occupational and Adult Education, Bureau of Adult, Vocational and Technical Education, United States Office of Education. Funding was under Part I, Curriculum Development, Vocational Education Amendments of 1968. Two of the purposes of the project were to:

1. DEVELOP, EVALUATE, AND DISSEMINATE CAREER EDUCATION CURRICULUM GUIDES that are applicable to any school with grade levels functionally equivalent to K-6 and which result in the integration of positive values and attitudes toward work, self awareness, development of decision making skills, and awareness of occupational opportunities in career lines within major occupational fields.

2. DEVELOP, IMPLEMENT, EVALUATE, AND DISSEMINATE SAMPLE TEACHING LEARNING MODULES for the K-6 career education curriculum guides achieved by fusing and/or coordinating academic and occupational concepts and utilizing multi-media instructional tools.

The total package of project materials consists of five curriculum guides and supporting materials aimed at the purposes cited above. The titles of the guides (Coping Behaviors Dimension Guide, Decision Making Dimension Guide, Lifestyle Dimension Guide, Self-Development Dimension Guide, and the Interacting Dimensions Handbook: Attitudes and Appreciations, Career Information and Educational Awareness) suggest a multi-faceted approach to career education in the elementary school. Major emphasis has been placed on helping the child in his development as a person.

Initial testing indicates that transportable products have been developed which will aid school systems throughout the United States in developing sound K-6 career education programs.

Robert M. Worthington
Associate Commissioner
Bureau of Adult, Vocational
and Technical Education
United States Office of
Education

# I. INTRODUCTION

## Overview

This publication is the second in a series of publications that are being issued by the Enrichment of Teacher and Counselor Competencies in Career Education Project (ETC Project). The first publication, A Bibliography of K-6 Career Education Materials, was disseminated during January 1973.

One of the first questions that must be asked when elementary school career education programs are being developed is, "What career development concepts should be included in a K-6 career education curriculum?" This publication presents career development concepts that have been identified by the ETC Project staff and which are intended for use in elementary school career education programs. It should be noted that the concepts have been subjected to formative evaluation procedures but summative evaluation data has not yet been gathered.

Behavioral objectives that relate to the concepts are not contained in this publication. It is the philosophy of the project staff that the behavioral objectives have more meaning when they are presented with teaching strategies and materials. The objectives and teaching strategies and materials will be contained in five curriculum guides which will also be project products.

The concepts in this publication will serve as the blueprint for ETC staff members to develop teaching units and prototype student materials. Each teaching unit will focus on one (or in some cases, several) concepts, (2) will be tied directly to a subject matter area (mathematics, science, language arts, or social studies) and (3) will relate to an occupation or occupational cluster area.

This is essentially a research document that is being disseminated so that other user groups may further validate the concepts, test the concepts, select from the concepts to help build career education programs, or use the concepts as they are presented.

## Definition of Career Education for the ETC Project

Career education in the elementary school is the curriculum which results when career development concepts and subject matter concepts are brought together in an instructional system that has meaning for children.

Career development includes those concepts which are related to: Attitudes and Appreciations, Coping Behaviors, Career Information, Decision Making, Educational Awareness, Lifestyle, and Self-Development.

Career education activities (1) eminate from the concepts that are related to the seven dimensions of career development that are cited above, (2) act as synthesizing agents to bring subject matter concepts and career development concepts together, (3) revolve around life-based experiences, and (4) are intended for use by all students throughout their educational programs.

## Purpose of the ETC Project

1. DEVELOP, EVALUATE, AND DISSEMINATE CAREER EDUCATION CURRICULUM GUIDES that are applicable to any school with grade levels functionally equivalent to K-6 and which result in the integration of positive values and attitudes toward work, self awareness, development of decision making skills, and awareness of occupational opportunities in career lines within major occupational fields;

2. DEVELOP, IMPLEMENT, EVALUATE, AND DISSEMINATE SAMPLE TEACHING LEARNING MODULES for the K-6 career education curriculum guides achieved by fusing and/or coordinating academic and occupational concepts and utilizing multi-media instructional tools;

3. DEVELOP, EVALUATE, AND DISSEMINATE A DESIGN OF A K-6 CAREER EDUCATION INSTRUCTIONAL SYSTEM which is adaptable to any elementary instructional program and which may serve as an alternative to present career education instructional systems.

## II. PROCEDURES

### Source of Information

The identification of career development concepts is a phase that has been overlooked in the establishment of some career education programs. Where attempts to identify career development concepts have been made, it should be remembered that these attempts for the most part are still being validated. Concepts are being revised, moved to different grade levels, etc.

The ETC Project staff identified certain career development concepts that should be a part of a career education program. These concepts are related to: Attitudes and Appreciations, Career Information, Coping Behaviors, Decision Making, Educational Awareness, Lifestyle, and Self-Development. Four of these seven career development dimensions have been identified as developmental dimensions, and include:

Coping Behaviors
Decision Making
Lifestyle
Self-Development

Concepts related to these four dimensions are sequenced in a logical progression from relatively simple to more complex ideas. A guide will be prepared for each of the developmental dimensions.

The other three dimensions of career development are referred to as interacting dimensions, and include:

Attitudes and Appreciations
Career Information
Educational Awareness

Each interacting dimension major concept and its related subconcepts are appropriate for all experience levels. Concepts from the interacting dimensions will be integrated into the infusion strategies (teaching-learning modules) which will appear in the developmental dimension guides.

The major concepts were outlined after extensive use of career development theory and after looking at concepts that have been identified by the following career education projects:

Comprehensive Career Education Model
The Ohio State University

Anne Arundel County Career Education Project
Anne Arundel County, Maryland

Ohio's Career Continuum Program
State Department of Education
Division of Vocational Education

EPDA Institute: Career Development & the Elementary School Curriculum
College of Education
University of Minnesota

K-12 Guide for Integrating Career Development into Local Curriculum
Wisconsin Department of Public Instruction

OCCUPAC Project
Eastern Illinois University
Charleston, Illinois

World of Work K-10 Continuum
Warren City Schools
Warren, Ohio

The following procedures were used with concepts that were identified from the seven projects listed above:

1. Each concept listed by the seven projects was typed on a 3 x 5 index card.
2. Where grade levels were indicated, the recommended grade level was typed on each card.
3. Each project was given code letters and these code letters were placed on each card.
4. Approximately 1,500 concepts were typed on index cards.
5. Cards were first sorted into stacks by concept.
6. Notations were made of how many projects indicated that a particular concept should be included in a K-6 career education project.
7. Notations were made regarding the grade level that each project had assigned to the concept.
8. Closely related concepts were then grouped together.
9. The groups of related concepts seem to "break out" into eight distinct categories or dimensions.
10. Names were assigned to the dimensions: Attitudes and Appreciations, Coping Behaviors, Career Information, Decision Making, Educational Awareness, Economic Awareness, Lifestyle, and Self Development.
11. After extensive discussion among staff members and after consulting with several members of the National Advisory Committee, it was determined that in order to avoid confusion with the economics dimension of elementary school social studies programs, that economic concepts should be woven into all the dimensions but that a separate category called "Economic Awareness" should be avoided.
12. The more generic concepts were sorted out from each dimension and were labeled "Major Concepts."
13. Other important concepts were sorted out by experience level and were labeled "Subconcepts."

## Formation of Ad Hoc Occupational Information Team

An Ad Hoc Information Team of experts from throughout the country was established to help validate the major concepts and subconcepts.

The team met in Charleston, Illinois, on December 18 and 19, 1972, to evaluate the identified concepts. Members of this team included:

William Reynolds (Chairman)
Coordinator, Professional and Curriculum
Development Unit
Illinois Division of Vocational and Technical
Education
Springfield, Illinois

Larry Blasch
IBM Corporation
Springfield, Illinois

Marlys Hanson, Director
Soccorro Career Education Project
Soccorro, New Mexico

Robert Jervis, Project Director
Anne Arundel County Career Education Project
Annapolis, Maryland

Sandra Boll
Classroom Teacher
Sullivan, Illinois

Frances Falen
Classroom Teacher
Buzzard Laboratory School
Charleston, Illinois

Dorothy Lawson
Elementary School Teacher Educator
Eastern Illinois University
Charleston, Illinois

Joel Smith, Director (was unable to attend)
Cobb County Occupational and Career
Development Program
Marietta, Georgia

Michael Zockle, Director
Career Education Project
Warren City Schools
Warren, Ohio

## Development of Validation Instruments

Instruments for the validation of the major concepts and subconcepts were devised by the ETC Project staff. The instruments were designed for use by the Ad Hoc Information Team. One instrument sought an evaluation of the major concepts within the seven dimensions of Attitudes and Appreciations, Coping Behaviors, Career Information, Decision Making, Educational Awareness, Lifestyle, and Self-Development. The second instrument was used for validation of the subconcepts at each of the seven experience levels within each major concept. Samples of both validation instruments are provided on pages 7 and 8.

## Procedures Used by the Ad Hoc Information Team

On December 18 and 19, 1972, members of the Ad Hoc Information Team met for the first time at ETC Project headquarters.

Upon receiving an overview of the project and directions for using the validation instruments, the members worked individually on the validation of the major concepts and subconcepts. Prior to the close of the two-day meeting, a group discussion with AHIT members and ETC staff was held in order to discuss necessary changes and modifications suggested by the various team members. The validation instruments used by all members of the Ad Hoc Information Team along with their individual comments and suggestions are on file at the ETC Project headquarters.

## Revision Procedures

Prior to the Ad Hoc Information Team meeting, the major concepts and subconcepts, which had been identified by two ETC Project staff members. were reviewed by the remaining three members of the project staff. Revisions were then made in order to incorporate suggestions and recommendations. The resulting concepts and subconcepts were then prepared in the form of an evaluation instrument for use by members of the Ad Hoc Information Team. At this point, there were seven dimensions with twenty-three major concepts. Within the concepts, there were one hundred seventy-two subconcepts distributed throughout the seven experience levels.

Based upon critical evaluation, the major concepts were reduced in number to eleven. This is felt to be a much more manageable number for inclusion in an elementary school curriculum. Subconcepts were reduced to seventy-six. It should be reemphasized that concepts for the Attitudes and Appreciations, Career Information, and Educational Awareness dimensions were not broken out into subconcepts at the various experience levels. Concepts for these interacting dimensions are appropriate for all experience levels and will be integrated into materials that will be developed for the Coping Behaviors, Decision Making, Lifestyle, and Self-Development dimensions. Although concepts from the interacting dimensions remain the same throughout elementary school experience levels, activities will be designed so the subconcepts are presented at increasingly higher levels of sophistication as the experience levels increase.

Revised concepts and subconcepts at this time were again submitted to the three other project staff members for critical review and evaluation. Seven elementary teachers from Buzzard Laboratory School (using the Delphi technique) also evaluated the concepts. Additional revisions were made based upon these suggestions and recommendations.

Final revisions were made as the project staff worked with each major concept and subconcept in the development of curriculum materials.

Figure 1

## CRITERIA FOR VALIDATION OF MAJOR CONCEPTS

1. Are there too many major concepts? (Circle one) Yes No

   If your response was "yes," answer the following questions:

   1.1 List the concepts that should be eliminated.

   1.2 List the concepts that should be combined.

2. Are there other major concepts which should be added? (Circle one)

   Yes No

   If your response was "yes," answer the following questions:

   2.1 List the concepts which should be added.

   2.2 Which (if any) of the concepts you listed under 2.1 could be subconcepts under existing major concepts?

3. List (by concept) any changes in wording which you think would improve the statement of the concept.

Figure 2

## CRITERIA FOR VALIDATION OF SUBCONCEPTS

Dimension: ATTITUDES AND APPRECIATIONS

Major Concept: All productive and honest work is good and contributes in a positive way to society.

1. Do all of the subconcepts relate directly to the major concepts? (Circle one) Yes No

   If your response was "no," answer the following questions.

   1.1 List the subconcepts which do not relate.

   1.2 Should any of the subconcepts be placed under another major concept? If so, identify the concept and the appropriate experience level.

2. Are any of the subconcepts relating to this concept repetitious of subconcepts within another major concept? If so, which ones?

3. Does the major concept spiral through the seven experience levels via the subconcepts?

4. List any changes in wording which you think would improve any of the subconcepts. (Identify the subconcept and its experience level.)

5. Can you suggest alternative subconcepts which you think would be better for this major concept?

6. Should other subconcepts be added at the various experience levels? If so, list the subconcept(s) and the experience level(s) at which they would be taught.

# CAREER EDUCATION CURRICULUM MODEL (K-6)

*Enrichment of Teacher and Counselor*
*Competencies in*
*Career Education Project*

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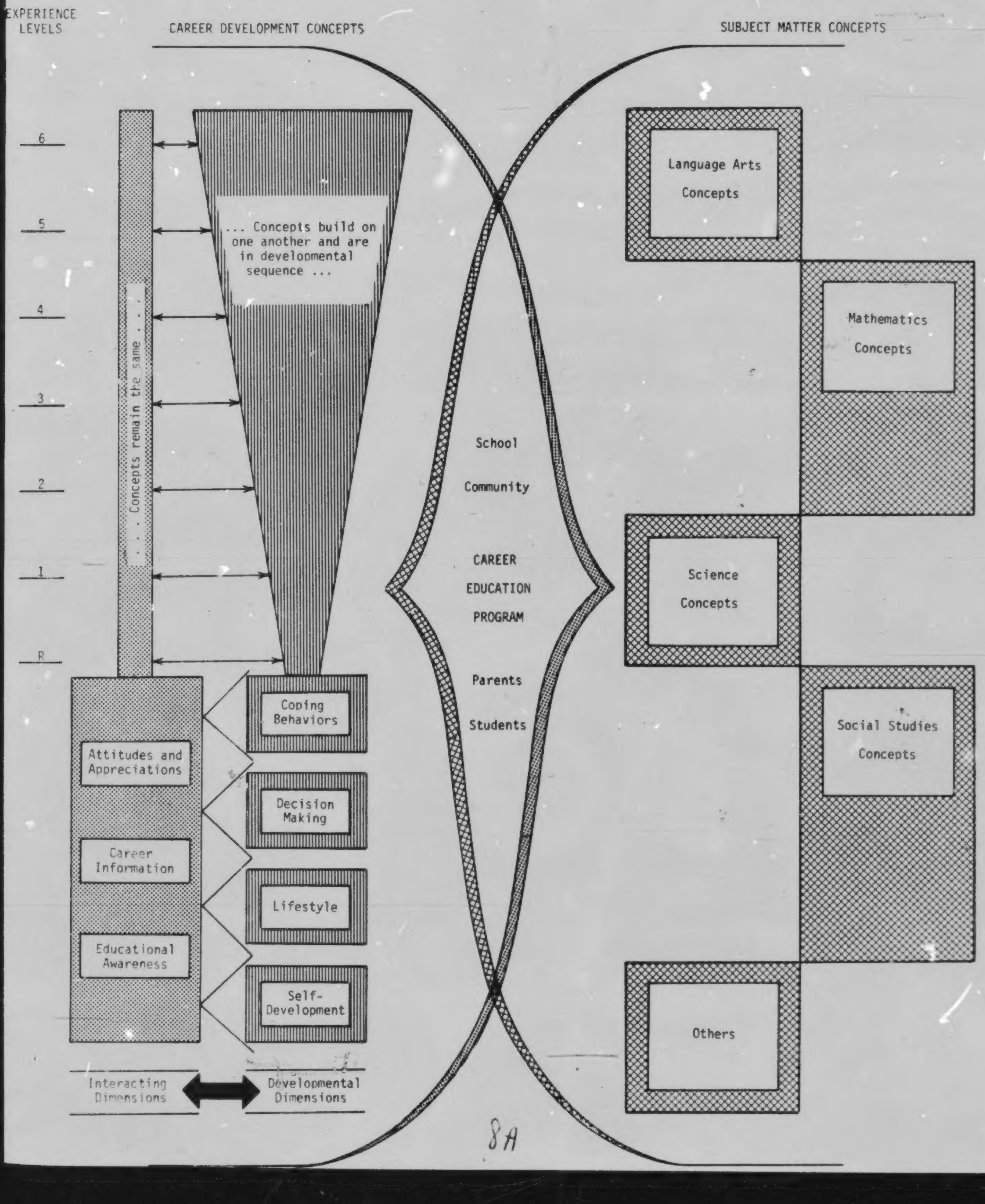
EXPERIENCE LEVELS
CAREER DEVELOPMENT CONCEPTS
SUBJECT MATTER CONCEPTS
6
5
4
3
2
1
R
. . . Concepts remain the same . . .
... Concepts build on one another and are in developmental sequence ...
Attitudes and Appreciations
Career Information
Educational Awareness
Coping Behaviors
Decision Making
Lifestyle
Self-Development
Interacting Dimensions
Developmental Dimensions
School
Community
CAREER EDUCATION PROGRAM
Parents
Students
Language Arts Concepts
Mathematics Concepts
Science Concepts
Social Studies Concepts
Others

## III. FRAMEWORKS FOR DEVELOPMENTAL DIMENSIONS

COPING BEHAVIORS

DECISION MAKING

LIFESTYLE

SELF-DEVELOPMENT

# Coping Behaviors

Major Concepts

CERTAIN IDENTIFIABLE ATTITUDES, VALUES, AND BEHAVIORS ENABLE ONE TO OBTAIN, HOLD, AND ADVANCE IN A CAREER.

INDIVIDUALS CAN LEARN TO PERFORM ADEQUATELY IN A VARIETY OF OCCUPATIONS AND OCCUPATIONAL ENVIRONMENTS.

Enrichment of
Teacher and Counselor
Competencies
in
Career
Education
K-6

# Introduction to Coping Behaviors Dimension

**Major Concepts**

CERTAIN IDENTIFIABLE ATTITUDES, VALUES, AND BEHAVIORS ENABLE ONE TO OBTAIN, HOLD, AND ADVANCE IN A CAREER.

INDIVIDUALS CAN LEARN TO PERFORM ADEQUATELY IN A VARIETY OF OCCUPATIONS AND OCCUPATIONAL ENVIRONMENTS.

The two Coping Behaviors dimension frameworks approach their respective concepts from the standpoint of control over one's skills and knowledge. This control is interpreted as a practical, continuously developing self-discipline which will enable the individual to deal effectively with social interactions and career conditions.

Socially, one's own attitudes, values, and behaviors are used as means toward the appreciation of corresponding features in the personalities and lives of others. The perspective that all people, everywhere, have certain reasonably similar needs, feelings, and aspirations is a significant part of an attitude which may help to provide such empathy. Three extremely important topics--those of authority, criticism, and compromise--are treated in this atmosphere with the hopeful intention that a matter-of-fact approach can contribute to a positive appreciation of their usefulness as well as their constant presence in human relations.

The second dimension framework revolves around various considerations of job descriptions. Coping behaviors in this context involve the need for both depth and breadth of knowledge in order to anticipate eventual career-related decisions.

The disciplines sought tend to identify coping as a competent, purposeful relationship between oneself and the social and physical environments. Intelligent self-interest takes into account not only one's own immediate wants and needs, but consideration for the feelings of others and for external conditions which variously provide opportunities and limitations for one's aspirations.

# Coping Behaviors

**Major Concept**

CERTAIN IDENTIFIABLE ATTITUDES, VALUES, AND BEHAVIORS ENABLE ONE TO OBTAIN, HOLD, AND ADVANCE IN A CAREER.

# Introduction

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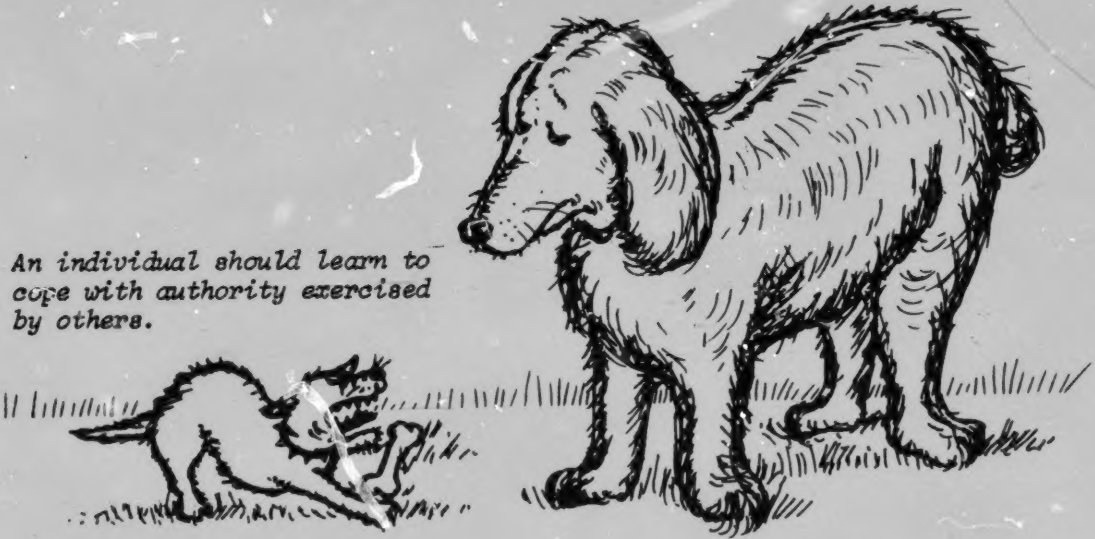
Individuals are faced with the fact that during their lifetime they must cope with various problems. Such problems are extremely diverse in nature and extent. This dimension framework is concerned with helping the individual develop appropriate coping behaviors in the context of one being able to obtain, hold, and advance in a career. Although the concern here is particularly career oriented, it should be emphasized that such coping behaviors are vital to effective interpersonal relations in all aspects of life. The introduction of such behaviors at the readiness level and effective reinforcement as subsequent levels of instruction will enable the student to develop positive attitudes when expected to cope with specific situations.

The subconcepts within this major concept deal with the importance of the individual being able to deal with authority, respect for and sensitivity to others, criticism, compromise, giving or evaluating of instructions, and the appropriateness of specific behaviors in certain situations. At the fifth experience level, the individual becomes aware that although everyone has his own unique characteristics, there is a commonality of particular feelings and aspirations, such as basic needs, success, etc., which applies to all people regardless of physical appearance, nationality, creed, sex, or ethnic background.

The Coping Behaviors Dimension contains two major concepts. In addition to the one now being presented, a second major concept deals with the adaptability of a person to perform satisfactorily in a variety of occupations and occupational environments.

*An individual should learn to cope with authority exercised by others.*



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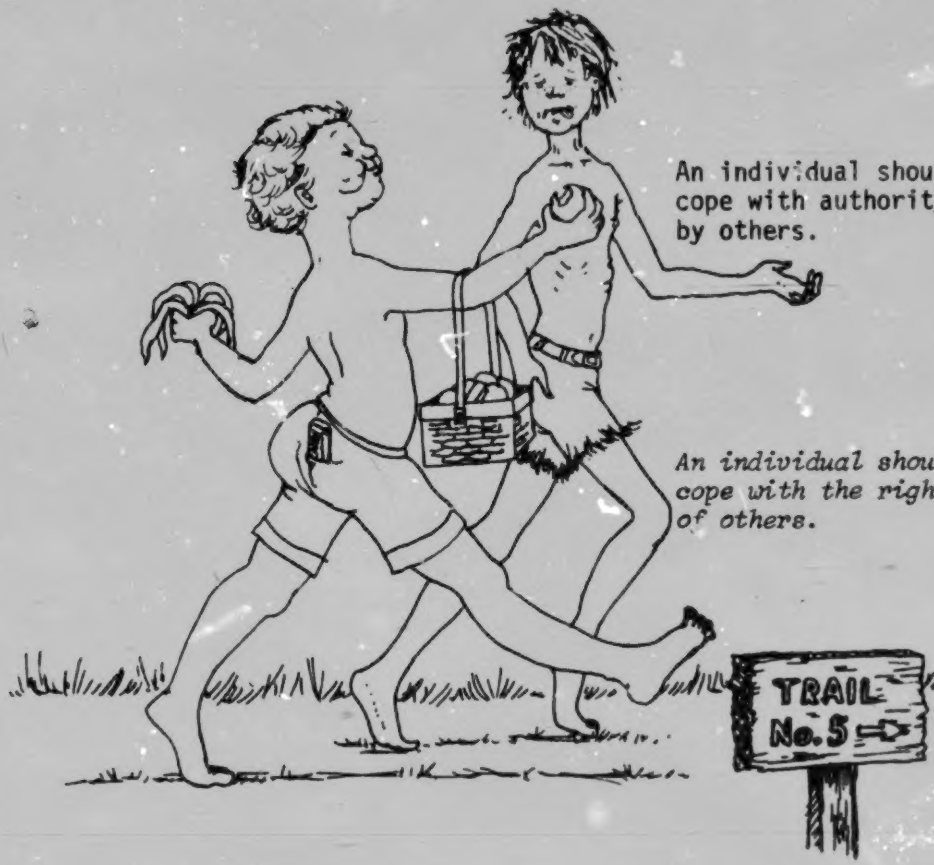


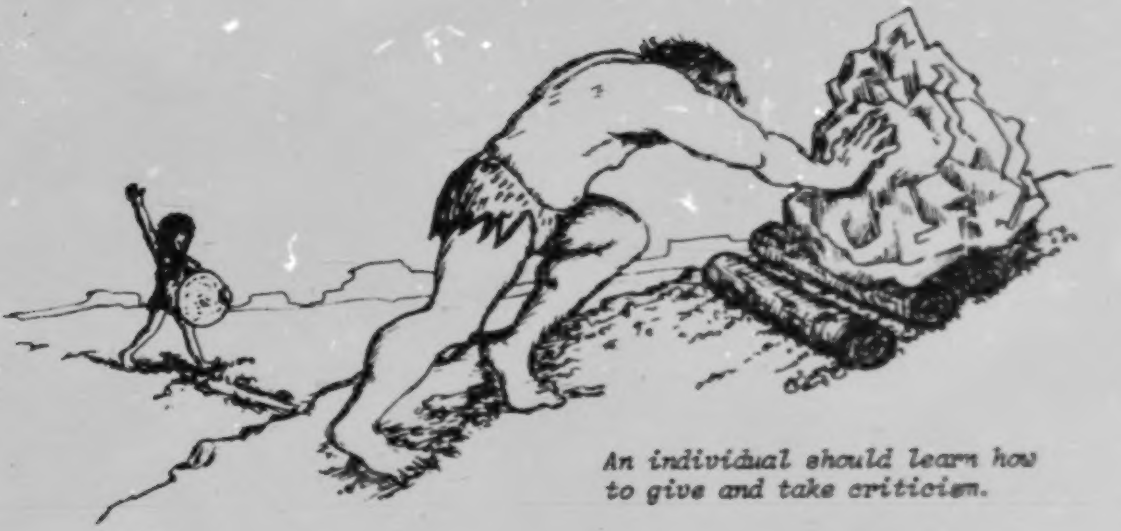
An individual should learn to cope with authority exercised by others.

*An individual should learn to cope with the rights and feelings of others.*

First Experience Level

An individual should learn to cope with authority exercised by others.

An individual should learn to cope with the rights and feelings of others.



*An individual should learn how to give and take criticism.*

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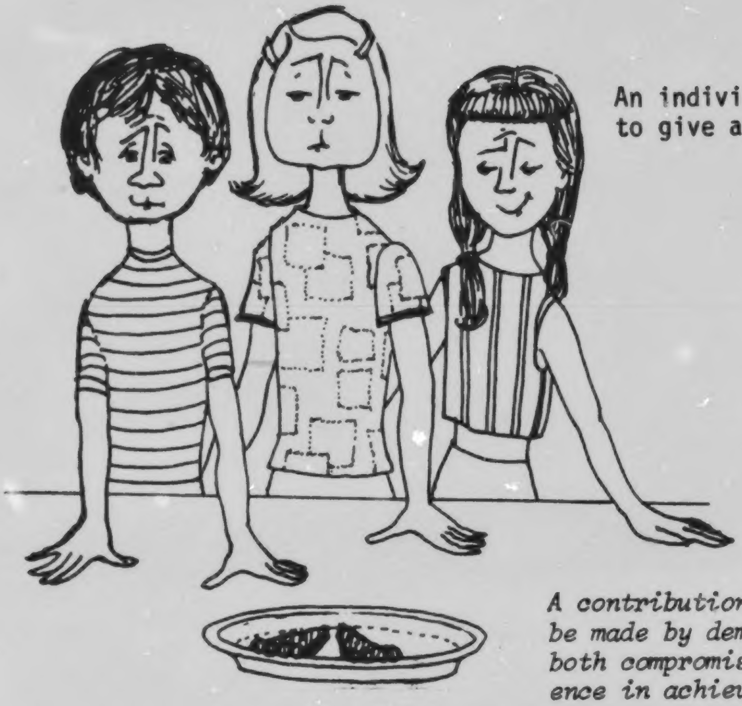
# Second Experience Level

An individual should learn to cope with authority exercised by others.

An individual should learn to cope with the rights and feelings of others.



An individual should learn how to give and take criticism.

*A contribution to group effort can be made by demonstrating ability to both compromise and exercise influence in achievement of group goals.*

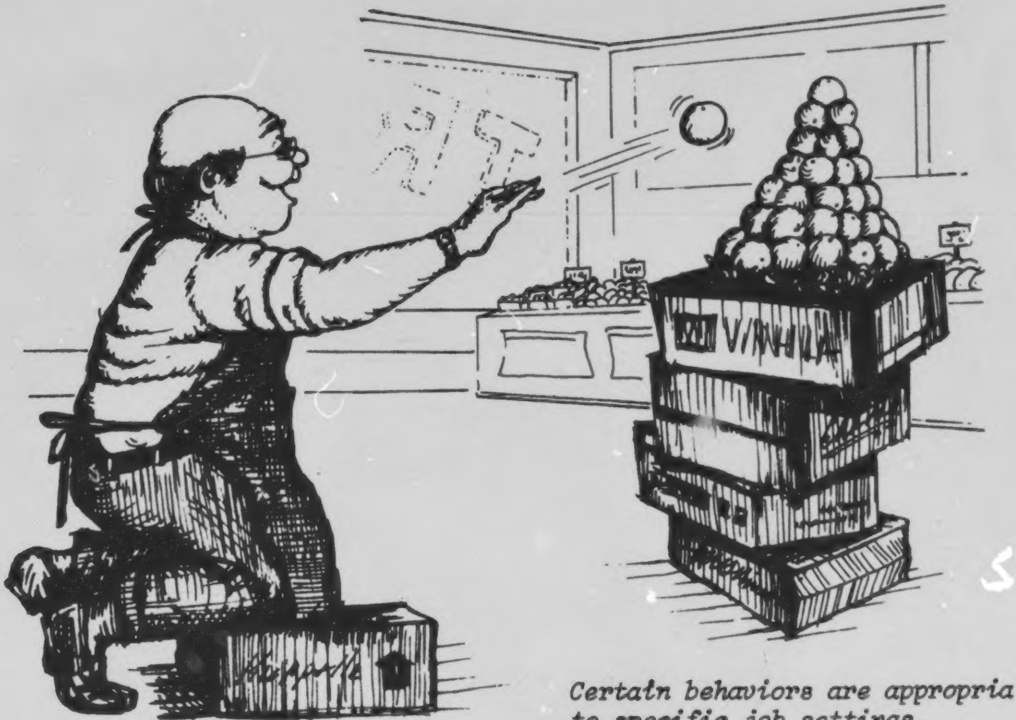
## Third Experience Level

An individual should learn to cope with authority exercised by others.

An individual should learn how to give and take criticism.

A contribution to group effort can be made by demonstrating ability to both compromise and exercise influence in achievement of group goals.

An individual should learn to cope with the rights and feelings of others.



*Certain behaviors are appropriate to specific job settings.*

## Fourth Experience Level

An individual should learn to cope with authority exercised by others.

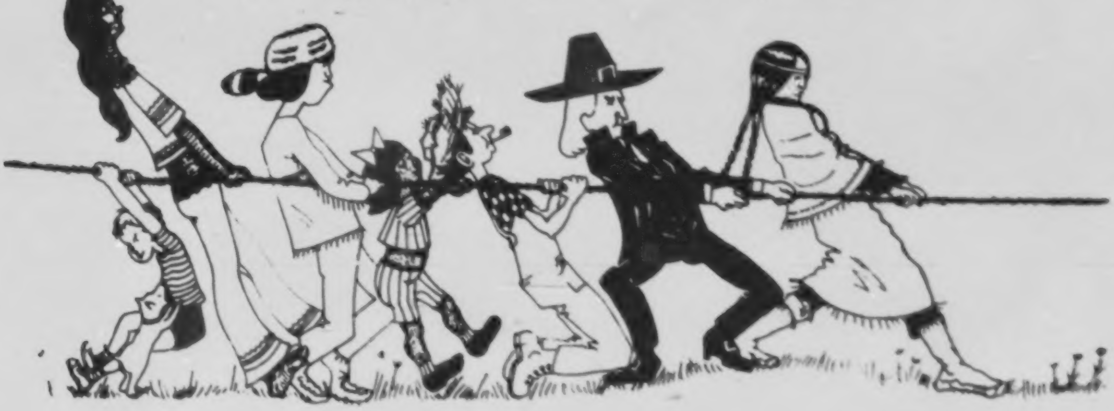
A contribution to group effort can be made by demonstrating ability to both compromise and exercise influence in achievement of group goals.

An individual should learn to cope with the rights and feelings of others.

Certain behaviors are appropriate to specific job settings.

An individual should learn how to give and take criticism.

*There is a universality of feelings and aspirations of all people--regardless of physical appearance, nationality, creed, sex, or ethnic background.*



## Fifth Experience Level

An individual should learn to cope with authority exercised by others.

A contribution to group effort can be made by demonstrating ability to both compromise and exercise influence in achievement of group goals.

An individual should learn to cope with the rights and feelings of others.

Certain behaviors are appropriate to specific job settings.

An individual should learn how to give and take criticism.

There is a universality of feelings and aspirations of all people--regardless of physical appearance, nationality, creed, sex, or ethnic background.

*There are effective interpersonal relations skills for giving or evaluating instructions.*

# Sixth Experience Level

# TEACHER/COPING GOALS/BEHAVIORS

## Introduction

MAJOR CONCEPT: Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

Teacher goals are offered to suggest directions in which the teacher might proceed to set up learning environments to promote the children's realization of the subconcepts. Teacher goals are more generally stated than pupil performance objectives.

A person needs integrity, a sense of purpose, and special techniques for coping with those situations which are easily threatening or defeating. The presence of authority, criticism, and the demand to cooperate in groups necessitate specific understandings and behaviors of interpretation and response. An understanding of the numerous human similarities among all of us is highly supportive for one trying to deal with various demands of others.

The child in his learner work role could perceive many valuable aspects of this major concept from classroom interactions. Teaching is a position of authority. An important teaching technique is offering positive criticism to the learners. Many learning situations call for cooperation in group effort and the interpretation of instructions. Summarily stated teacher goals for the major concept are:

1. Develop pupil understandings of the need for authority, criticism, instructions, compromise, and concern for the family of man.
2. Structure experiences giving children practice in coping techniques.
3. Interest pupils in the application of positive attitudes, values, and behaviors to several work settings.

# Readiness Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

*An individual should learn to cope with authority exercised by others.*

Often young children view authority as responsibility to guide others.

> SHARPEN PUPIL PERCEPTION OF AUTHORITY AS RESPONSIBILITY TO GUIDE OTHERS.

Though authority may be carried out by means of rules

> HELP CHILDREN TO UNDERSTAND THAT THE FIRST CONCERN OF AUTHORITIES IS PEOPLE, NOT RULES.

Authorities help us to learn and to keep order.

> STIMULATE PUPIL INTEREST IN THE NEED FOR AUTHORITIES;
>
> INTEREST PUPILS IN NOTING DIFFERENT KINDS OF AUTHORITY;
>
> STRUCTURE EXPERIENCES GIVING PUPILS A CHANCE TO STIMULATE A ROLE OF AUTHORITY;

and

> FOCUS PUPIL ATTENTION UPON SITUATIONS IN WHICH THEY THEMSELVES MAY HAVE AUTHORITY.

Most often the role of young children is that of accepting authority.

BROADEN PUPIL UNDERSTANDING OF THE NEED FOR AND ADVANTAGES OF ACCEPTING AUTHORITY.

Children know when a parent or teacher "really means it" and when authority is more flexible.

LEAD CHILDREN TO DISCUSS DIFFERENT WAYS TO ACCEPT AND INTERPRET AUTHORITY.

Also,

ASSIST PUPILS IN LEARNING WHAT TO DO WHEN THEY HAVE BROKEN RULES OR REFUSED AUTHORITY.

Authority can change and exceptions to rules can be made to discover better ways to guide people.

HELP PUPILS TO DISCOVER THAT AUTHORITY CAN BE CHANGED.

# First Experience Level

### MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

### SUBCONCEPT

*An individual should learn to cope with the rights and feelings of others.*

UTILIZE TEACHING TECHNIQUES WHICH ACCOUNT FOR RIGHTS AND FEELINGS OF CHILDREN.

HELP PUPILS TO KNOW AND EXPRESS THEIR OWN RIGHTS AND FEELINGS.

DIRECT PUPIL ATTENTION TO THE MANY WAYS WE ARE INFLUENCED BY THE RIGHTS AND FEELINGS OF OTHERS.

Pupils may discover that nearly every feeling of joy or anger or satisfaction is due in part to reactions others have to us. What is fair, regarding rights of others, may be very hard to accept.

STRUCTURE EXPERIENCES TO ILLUSTRATE WAYS OF COOPERATING WITH OTHERS AND EVALUATE THESE WAYS.

Children may cope with cooperative situations by sharing, taking turns, being fair, or, should conflict arise, by withdrawing or using force.

STIMULATE PUPIL INTEREST IN EXPLORING COMMON SITUATIONS OF CONFLICT WITH THE RIGHTS AND FEELINGS OF OTHERS.

HELP PUPILS TO DISCOVER REASONS WHY PEOPLE FIGHT--WHAT MAKES THEM MAD, FEEL HURT, SAD, OR FEEL GOOD.

Frequently, undue competition is the cause for conflict.

STRUCTURE EXPERIENCES IN WHICH PUPILS CAN UTILIZE SEVERAL TECHNIQUES FOR RESOLVING CONFLICT.

The teacher can lead children to derive satisfaction from playing a game, not winning; from participating in an activity, not being best. Competition should be within oneself to better one's own performance.

ENCOURAGE PUPILS TO DEVELOP SKILLS IN HELPING ANOTHER WHO FEELS DISTRESSED OR IS IN CONFLICT.

PROVIDE OPPORTUNITIES FOR PUPILS TO EXPRESS CHARACTERISTICS OF PERSONS WHO MAKE GOOD FRIENDS.

Pupils may discover that good friends are those who care about how others feel as much as they care about their own feelings.

# Second Experience Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

*An individual should learn how to give and take criticism.*

SHAPE PUPIL UNDERSTANDING OF THE MEANING OF CRITICISM AS THOSE SUGGESTIONS A PERSON GIVES TO ENCOURAGE OR IMPROVE ANOTHER'S BEHAVIOR.

Seven-year-olds have experienced criticism from parents, peers, and teachers.

STIMULATE INTEREST IN DISCOVERING COMMON SITUATIONS IN WHICH CRITICISM IS GIVEN.

Whether criticism is encouraging or defeating can depend upon the way it is given.

ENHANCE PUPIL UNDERSTANDING OF HOW CRITICISM IS HELPFUL AS WELL AS UNDERSTANDING WHY CRITICISM IS SOMETIMES DISTRESSING.

Pupils may want to discuss what to do when criticism makes one feel like giving up.

EXPAND PUPIL INFORMATION ABOUT WHO USUALLY GIVES CRITICISM AND WHY SUCH PERSONS ARE QUALIFIED TO DO SO.

Everyone likes to share his work and hear comments from interested people.

FOCUS PUPIL ATTENTION ON TIMES WHEN THEY MIGHT WANT TO ASK FOR CRITICISM FROM ANOTHER.

STRUCTURE EXPERIENCES TO GIVE PUPILS PRACTICE IN CRITICIZING AND IN RECEIVING CRITICISM.

Sometimes it would be dangerous or destructive not to tell another about a mistake.

ESTABLISH THAT PERSONS OFTEN HAVE A RESPONSIBILITY TO GIVE CRITICISM.

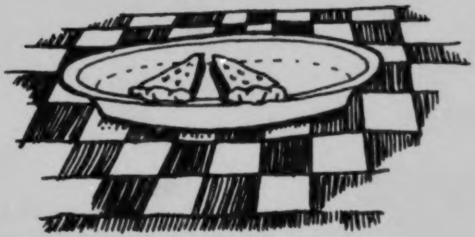
# Third Experience Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

*A contribution to group effort can be made by demonstrating ability to both compromise and exercise influence in achievement of group goals.*



Even though a child may prefer to work along, advantages of group efforts cannot be denied.

DEEPEN PUPIL UNDERSTANDING OF HOW GROUP EFFORT IS DIFFERENT FROM INDIVIDUAL EFFORT IN ACHIEVING A GOAL.

ASSIST PUPILS IN GATHERING EXAMPLES OF GROUP MEMBERS WHO HAVE CONTRIBUTED TO GROUP EFFORT--WHO HELPED MOST IN ACHIEVEMENT OF GROUP GOALS.

Identifying characteristics of helpful group members may be skill, concern for others, cheerfulness, ability to adjust, etc.

HELP PUPILS TO SPECIFY AND PRACTICE PHYSICAL, SOCIAL, AND INTELLECTUAL SKILLS OF HELPFUL GROUP MEMBERS,

such as patience, persistence, energy, responsibility, know-how.

OFFER OPPORTUNITIES TO DEFINE AND TO SIMULATE ROLES IN VARIOUS GROUPS.

Family or classroom roles, roles in historical groups--the crew of Columbus, Indian tribes, roles in athletic teams, and occupational settings such as construction teams could be simulated.

STRUCTURE EXPERIENCES TO GIVE PUPILS A CHANCE TO EXERCISE REAL INFLUENCE IN VARIOUS GROUP ROLES.

Implied here is that classroom groupings allow for realistic opportunities for pupils to control themselves and exercise independence.

ENCOURAGE PUPILS TO EXAMINE WHAT ADJUSTMENTS OR COMPROMISES THEY AND OTHERS MAKE IN ORDER TO CONTRIBUTE TO GROUP EFFORT.

ESTABLISH TECHNIQUES OF RESOLVING CONFLICTS IN GROUPS,

such as settling conflicts by mutual consent, democratic processes, explanations, flexibility in time limits and methods.

STRENGTHEN PUPIL UNDERSTANDING OF COMPROMISE AS A VALUE JUDGMENT.

STRENGTHEN CONSCIOUSNESS OF PERSONAL INTEGRITY FOR GROUP MEMBERS AS A BLEND OF HONESTY AND SELF-RESPECT.

The type of effort required can depend upon whether or not a group is supervised.

LEAD PUPILS IN EXAMINING DIFFERENCES BETWEEN COOPERATIVE AND SUPERVISED GROUP EFFORTS.

Citizenship means membership in our nation. Democratic government calls for many compromises from its members.

STRUCTURE EXPERIENCES TO ILLUSTRATE THE COMPROMISES WHICH ARE NECESSARY IN DEMOCRATIC PROCESSES.

What happens to the minority when the majority rules?

OFFER INFORMATION ABOUT HOW SEVERAL OCCUPATIONS CALL FOR GROUP EFFORTS IN PROVIDING GOODS OR SERVICES.

# Fourth Experience Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

*Certain behaviors are appropriate to specific job settings.*

DIRECT PUPIL ATTENTION TO THE DIFFERENT "JOB SETTINGS" IN THEIR OWN EXPERIENCE--HOME, SCHOOL, PLAY, CHURCH.

HELP PUPILS TO SPECIFY BEHAVIORS APPROPRIATE TO THEIR OWN JOB SETTINGS

in terms of dress, language, responsibility, authority, manners, group or individual activity, supervised or unsupervised activity.

BROADEN PUPIL INFORMATION ABOUT BEHAVIORS REQUIRED IN JOB SETTINGS ENCOUNTERED BY OTHERS.

HELP PUPILS TO CATEGORIZE OCCUPATIONAL SETTINGS ACCORDING TO BEHAVIORS WHICH THEY REQUIRE.

STRUCTURE EXPERIENCES TO SIMULATE BEHAVIOR FOR DIFFERENT JOB SETTINGS.

Some behaviors such as courtesy and dependability always contribute to success.

SHARPEN PUPIL PERCEPTION OF BEHAVIORS NECESSARY FOR SUCCESS WHATEVER THE JOB SETTING.

# Fifth Experience Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

*There is a universality of feelings and aspirations for all people regardless of physical appearance, nationality, creed, sex, or ethnic background.*

In this subconcept, with the suggestion of "a universality of feelings and aspirations for all people," the teacher can facilitate and guide pupils in shaping clear ideas of human nature. Such ideas are crucial to personal growth because value systems and decision-making processes depend upon them. Understandings about human nature are operative, energizing principles which can deepen and develop throughout a lifetime.

GIVE PUPILS AN OPPORTUNITY TO SPECIFY INDIVIDUAL DIFFERENCES LISTED IN THE SUBCONCEPT.

OFFER OPPORTUNITIES TO DISCOVER WAYS IN WHICH PERSONS WHO HAVE DIFFERENCES ARE ALIKE--IN PHYSICAL CHARACTERISTICS, IN FEELINGS, IN ASPIRATIONS.

ELICIT EXAMPLES OF UNIVERSAL HUMAN BEHAVIORS, NEEDS, AND HOPES.

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Differences and universals can be defined within the limits of the classroom, the locality, the nation, and the planet.

Examples of universal needs and aspirations might be: peace, religion, friendship, self-respect, self-determination, survival, success, amusement, government, humor, freedom, beauty, education, security, progress and change, etc.

STRENGTHEN PUPIL UNDERSTANDING THAT THERE ARE CERTAIN UNIVERSAL PROBLEMS SHARED BY ALL WHO INHABIT THE PLANET AND THAT THESE ARE OCCASIONS FOR THE FAMILY OF MAN TO COOPERATE.

Examples of international cooperation are the United Nations, foreign aid, allied forces, international trade, travel and communication rights, supervision of natural resources, population control, etc.

STRUCTURE AN EXPERIENCE IN WHICH PUPILS COULD DEVELOP THEIR ABILITY TO COOPERATE WITH AND UNDERSTAND THOSE DIFFERENT FROM THEMSELVES.

ASSIST PUPILS IN DISCOVERING HOW BARRIERS--LANGUAGE, GEOGRAPHIC, ECONOMIC, EDUCATIONAL AND CULTURAL--BETWEEN PEOPLE ARE BEING OVERCOME especially by increasing opportunities for travel, communication, and education.

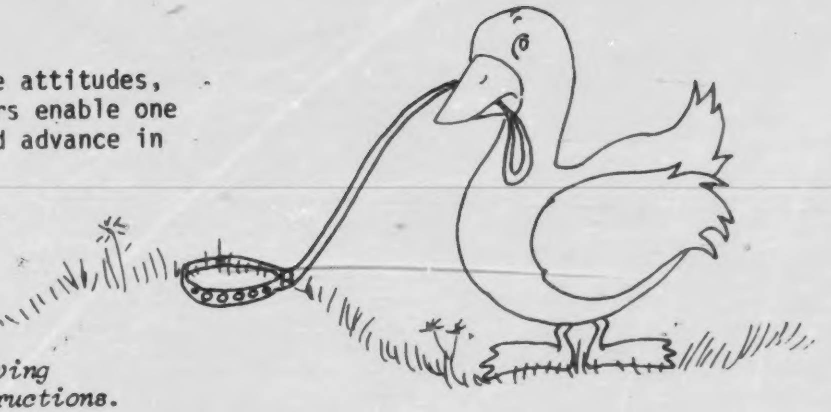
# Sixth Experience Level

## MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

## SUBCONCEPT

*There are effective interpersonal relations skills for giving and evaluating instructions.*



STIMULATE PUPIL INTEREST IN TYPES OF INSTRUCTIONS WE USUALLY EXPECT OR REQUEST--

for machinery, games, health, knowledge, skills, group efforts, task performance.

We have all experienced occasions when we would have been lost were it not for verbal, written, or signalled instructions.

ESTABLISH PUPIL UNDERSTANDING OF THE NEED FOR INSTRUCTIONS.

FOCUS PUPIL ATTENTION UPON SITUATIONS IN WHICH WE USUALLY FOLLOW INSTRUCTIONS AS OPPOSED TO THOSE IN WHICH PERSONS MAY CHOOSE TO DISREGARD INSTRUCTIONS.

OFFER PUPILS OPPORTUNITIES TO ANALYZE THEIR FEELINGS WHEN RECEIVING INSTRUCTIONS--

impersonal instructions, instructions from a peer, instructions from an adult.

ENHANCE PUPIL APPRECIATION OF THE DIFFERENCES BETWEEN INSTRUCTIONS AND CRITICISM AND BETWEEN INSTRUCTIONS AND ORDERS FOR INDIVIDUALS AND FOR GROUPS.

BROADEN PUPIL UNDERSTANDING OF EFFECTIVENESS OF INSTRUCTION AS IT DEPENDS UPON QUALIFICATIONS OF THE PERSON GIVING THEM.

Good instructors can be qualified by experience, love, knowledge, and responsibility.

STRUCTURE EXPERIENCES IN WHICH PUPILS CAN PRACTICE TECHNIQUES IN GIVING AND FOLLOWING INSTRUCTIONS.

EXPAND PUPIL INFORMATION ABOUT KINDS OF JOBS REQUIRING SKILL IN GIVING INSTRUCTIONS AND THOSE REQUIRING SKILLS IN RECEIVING AND INTERPRETING INSTRUCTIONS.

INTEREST PUPILS IN REVIEWING SITUATIONS IN HISTORY WHEN PERSONS HAVE HEROICALLY OBEYED ORDERS.

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# PUPIL PERFORMANCE OBJECTIVES / COPING BEHAVIORS

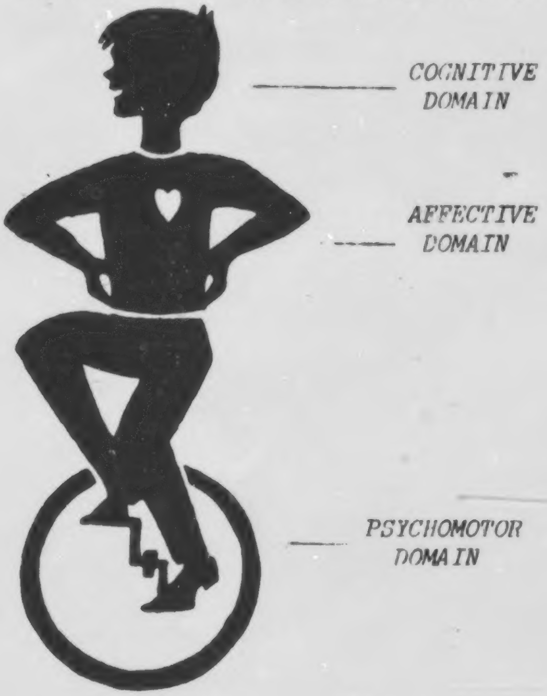
## Introduction

MAJOR CONCEPT: Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

The pupil performance objectives for the first Coping Behaviors major concept are directed toward the general idea of self control as a basic means for dealing with oneself, other people, and eventual career considerations. Such control is treated in terms of attitudes, values, and behaviors which enable an individual to relate effectively to the varying conditions of one's social and physical environments.

Opportunities are offered to develop an appreciation of the concept of authority as a normal and necessary feature of human relations. Since the idea of authority itself may be a touchy subject in some circumstances, it is recommended that the teacher distinguish clearly between the negative authoritarian and the positive authoritative perspectives. This important topic is introduced at the readiness level, allowing for purposeful reinforcement as pupils mature through succeeding years.

Criticism is another subject which has a two-edged blade with positive and negative connotations. Once again, as with authority, the opportunity is available to encourage healthful attitudes in dealing with oneself and with others in the



presence of error, ignorance, or some other condition requiring attention to possible improvement.

This approach to Coping Behaviors also includes the idea and practice of compromise, the giving and receiving of instruction, and the acknowledgement that all people have to some degree similar feelings which can serve as bases for mutual consideration.

Please remember that each experience level introduces objectives dealing with a new subconcept, but that objectives from previous levels can and should be utilized as practicable.

# Readiness Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

*An individual should learn to cope with authority exercised by others.*

---

In the , the student will be able to

. . . identify an authoritative character in a story or film.

. . . name at least two authoritative behaviors performed by the teacher.

. . . list the kinds of authority exercised by each of a specified number of community workers.

. . . describe at least one example of obedience in the classroom; in the community; at home.

In the , the student will be able to

. . . give directions as part of a group game.

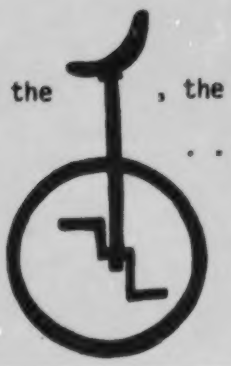
. . . tell about how certain tasks at home are assigned to different individuals.

. . . describe at least one instance in which he exercised authority over someone else.

. . . discuss words which imply an authoritative role; e.g., boss, sergeant, king, captain, etc.

. . . cooperate in sharing authority in carrying out a particular classroom activity.

. . . discuss the implications of being a leader and being a follower.

In the , the student will be able to

. . . follow directions given as part of a group game; e.g., "Simon Says", "Farmer in the Dell".

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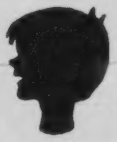
# First Experience Level

MAJOR CONCEPT

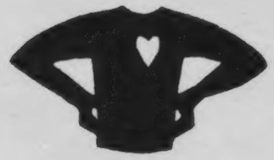
Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

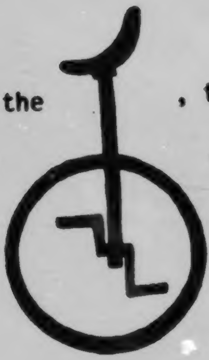
*An individual should learn to cope with the rights and feelings of others.*

In the , the student will be able to

- . . . identify empathy (or lack of empathy) as embodied by a character in a story or film.
- . . . differentiate between "rights" and "privileges".
- . . . describe how people may show their feelings.

In the , the student will be able to

- . . . report about at least one occasion when another child sympathy for oneself.
- . . . describe a situation in which he was unfair to someone else.
- . . . describe a situation in which oneself was treated unfairly by someone else.
- . . . identify at least two kinds of help one would welcome from a classmate.
- . . . identify at least two kinds of help one would be willing to offer to a classmate.
- . . . discuss how it feels to be "left out of things."

In the , the student will be able to

. . . accommodate one's performance in a playground game in consideration of the skills of others.

. . . demonstrate helpfulness when a classmate, or other child, is having difficulty walking, lifting, etc.

# Second Experience Level

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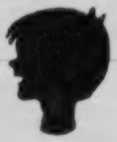
MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

*An individual should learn to give and take criticism.*

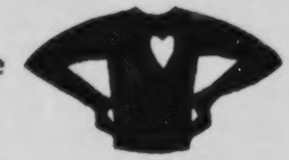
In the , the student will be able to

. . . distinguish between criticism that is intended to help and that which is intended to hurt.

. . . point out at least two ways that the physical conditions of the classroom might be improved.

. . . give an example of how the teacher uses criticism to help children.

. . . identify at least one non-verbal behavior which demonstrates criticism.

In the , the student will be able to

. . . acknowledge and correct one's own errors in a given written assignment.

. . . discuss the need to acknowledge error or ignorance.

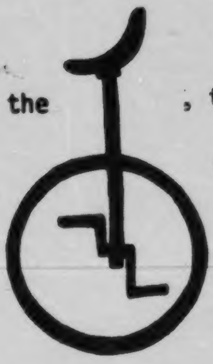
. . . describe one's own feelings when being criticized for a mistake.

. . . describe one's own feelings when being criticized positively for good work.

. . . describe one's own feelings when being reprimanded for wrongdoing.

. . . take part in a dramatization of an example of positive criticism.

. . . discuss "criticism" in terms of accepting or changing a specific behavior.

In the , the student will be able to

. . . practice to improve a particular physical skill as suggested by someone else.

. . . demonstrate a physical behavior showing positive criticism.

. . . demonstrate a physical behavior showing negative criticism.

# Third Experience Level

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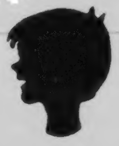
MAJOR CONCEPT

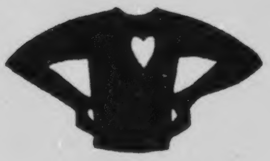
Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

*A contribution to group effort can be made by demonstrating ability to both compromise and exercise influence in achievement of group goals.*

In the , the student will be able to

- . . . describe how a conflict within a group of neighborhood peers was resolved.
- . . . state a definition of the term "compromise."
- . . . report on negotiations which may be currently underway in industry, schools, sports, etc.
- . . . give at least one example of the idea of compromise with oneself in terms of long-range and immediate personal goals.
- . . . identify a conflict situation in a story or film that offers an opportunity for compromise.
- . . . identify a conflict situation in a story or film in which one character exerts the decisive influence.

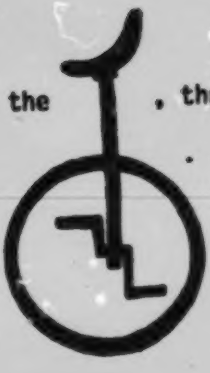
In the , the student will be able to

- . . . offer an argument for or against a specific course of action being considered by one's group.
- . . . take part in a dramatization of a bargaining session; e.g., primitive barter, salary negotiations, etc.

. . . explain at least one situation in which compromise would not be acceptable to oneself.

. . . discuss compromises which might be made in order to resolve a conflict in the school; the community; etc.

. . . take part in a dramatization of the behavior of a withdrawing child in a conflict situation.

In the , the student will be able to

. . . take part in a pantomine of the behavior of a bully on the playground.

# Fourth Experience Level

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MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

*Certain behaviors are appropriate to specific job settings.*

In the , the student will be able to

. . . state the reasons supporting the acknowledged rules for behavior in specified school situations.

. . . state the reasons supporting the acknowledged rules for behavior in specified situations outside of school.

. . . classify by matching a specified number of job descriptions according to requirements for long periods of quiet, extensive physical exertion, continual interaction with people, etc.

. . . report the results of an interview with an adult acquaintance regarding specific behaviors required for his occupation.

. . . classify a given list of behaviors according to their definitions as physical, social, or intellectual.

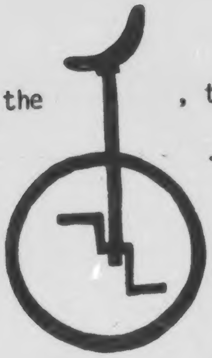
. . . list physical, social, and intellectual behaviors which are likely to be required in a large number of occupations.

In the , the student will be able to

. . . discuss the differences among acceptable and unacceptable behaviors in a specified number of situations.

. . . take part in a dramatization of employer-employee relationships in a given job description.

. . . take part in a dramatization of employee-employee relationships in a given job description.

In the , the student will be able to

. . . conduct oneself consistently according to acknowledged rules of behavior for the classroom, halls, and playground.

. . . perform effectively a routine housekeeping task in the classroom for a specified period of time.

. . . pantomine at least one occupational behavior exhibited by each of a specified number of community workers.

# Fifth Experience Level

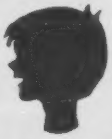
BEST COPY AVAILABLE

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

*There is a universality of feelings and aspirations of all people--regardless of physical appearance, nationality, creed, sex, or ethnic background.*

In the , the student will be able to

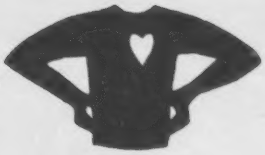
. . . list basic survival needs required by all people in any situation.

. . . describe the different ways that a specified number of different cultures have sought to satisfy at least three similar needs or wants.

. . . differentiate between "needs" and "wants."

. . . report about tne recreational activities of at least two cultures different from one's own.

. . . report on at least one type of government different from one's own.

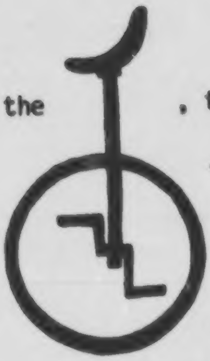
In the , the student will be able to

. . . compare the personal appeal of one's own recreational activities or interests with those of at least two classmates.

. . . discuss the ideas of success and failure, with emphasis on the feelings they tend to inspire in an individual.

. . . study and discuss the idea of freedom as treated in particular historical documents. (E.g., Declaration of Independence, Bill of Rights, etc.)

. . . take part in a dramatization of positive or negative ways of dealing with someone's mistake, or ignorance, or lack of a certain skill.

In the , the student will be able to

. . . perform at least two simple physical tasks that are deliberately different from one's routine behavior. (E.g., dress in a different sequence, walk to school by a different route, reverse use of left and right hands, etc.)

. . . cooperate with at least two classmates in timing how long each can undergo certain physical restrictions. (E.g., sit perfectly still, stand without moving feet, etc.)

# Sixth Experience Level

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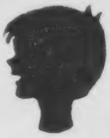
MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

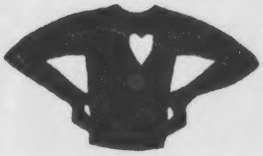
*There are effective interpersonal relations skills for giving or evaluating instructions.*

In the , the student will be able to

. . . distinguish by written examples between questions which ask for information and those which imply evaluation.

. . . explain the rules of a game which is new to one's listeners.

. . . identify examples of instructional behaviors as embodied by characters in a story or film.

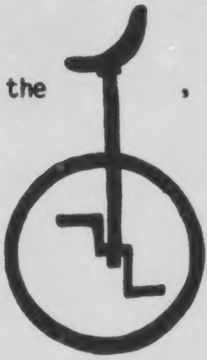
In the , the student will be able to

. . . write a short set of directions for a classroom activity which a classmate can perform successfully.

. . . match different voice tones according to specific communication situations; e.g., apologizing, reprimanding, giving directions.

. . . help another child to practice a particular academic skill.

. . . discuss the differences between giving instructions to a group and to an individual.

In the  , the student will be able to

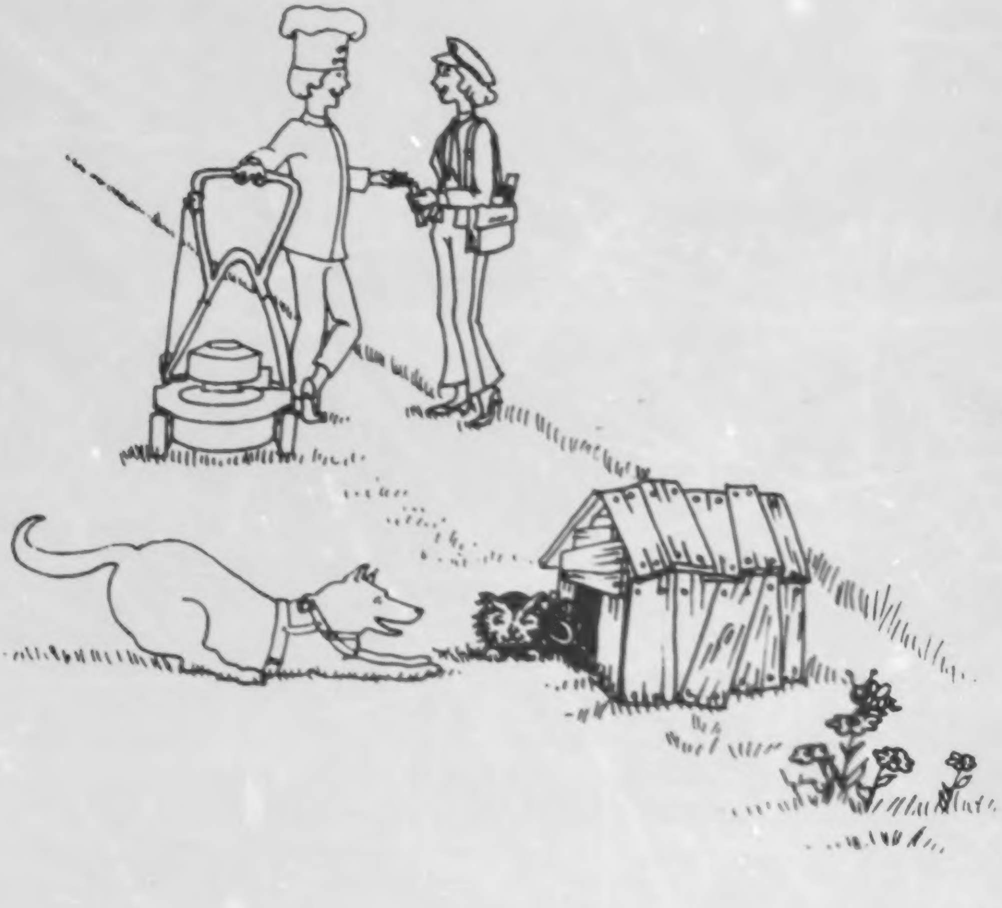
. . . construct a simple object by following printed instructions.

. . . demonstrate how non-verbal signals are used as directions by particular workers; e.g., traffic police, airport ground crew, teachers, etc.

# Coping Behaviors

Major Concept

INDIVIDUALS CAN LEARN TO PERFORM ADEQUATELY IN A VARIETY OF OCCUPATIONS AND OCCUPATIONAL ENVIRONMENTS.



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# Introduction

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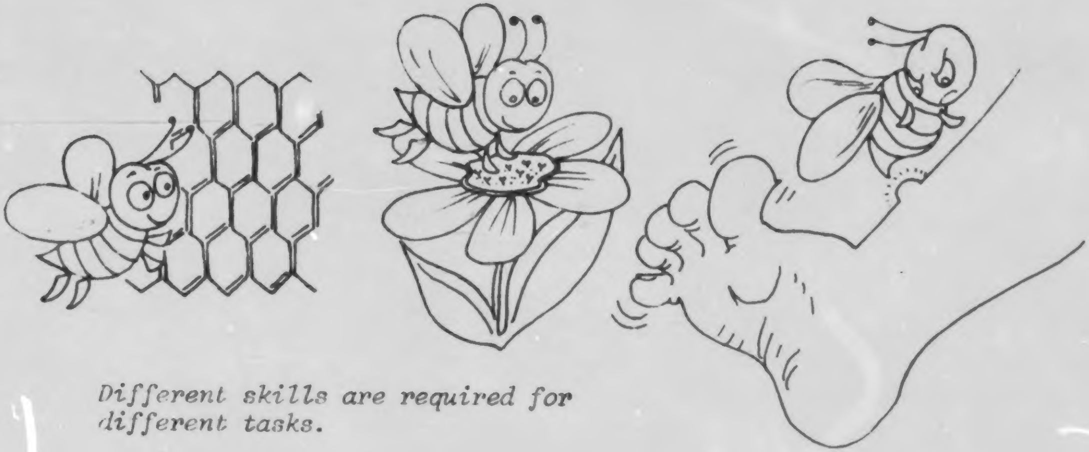
Today, perhaps more than at any other time in our history, a person must be able to adapt to varying situations. A mobile society, specialization, technological change, etc. have created the need for a person to be able to make use of his knowledge and skills in a variety of positions in the work world. It is no longer sufficient for an individual to be prepared just for initial employment. One must also be prepared for and be able to adapt to the inevitable changes which will take place during one's lifetime of work. The individual who is capable of coping with and adjusting to occupational change will most likely be one who will succeed in his chosen career. This dimension framework deals with the coping behaviors that are so important for a person to learn to perform adequately in a variety of occupations and occupational environments.

NewYork 45km

The subconcepts contained herein deal directly with individual adaptability in the work world at the readiness through fifth experience levels. This includes the ability to transfer skills and knowledge from one occupation to another, meet different job performance requirements, and be able to adjust to varying occupations and occupational environments. At the sixth experience level the student begins initial exploration of like and unlike occupational characteristics--both within and between job families.

Coping behaviors are dealt with in two ways in this dimension: (1) human relations coping behaviors, and (2) job skills coping behaviors.

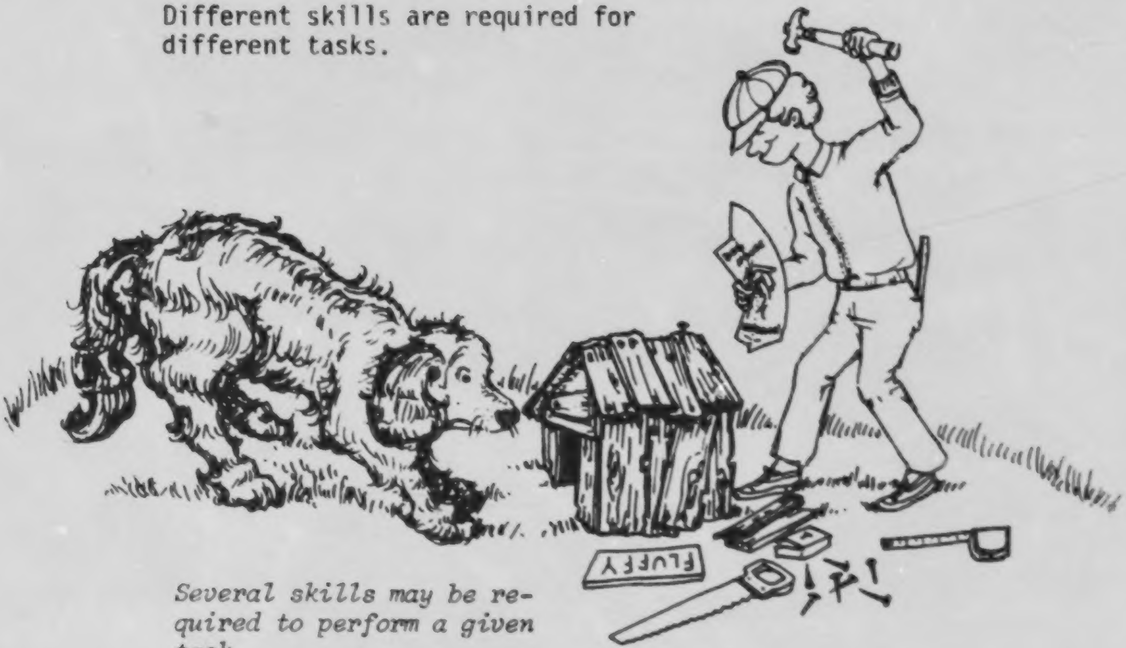


Different skills are required for different tasks.

56

# Readiness Level

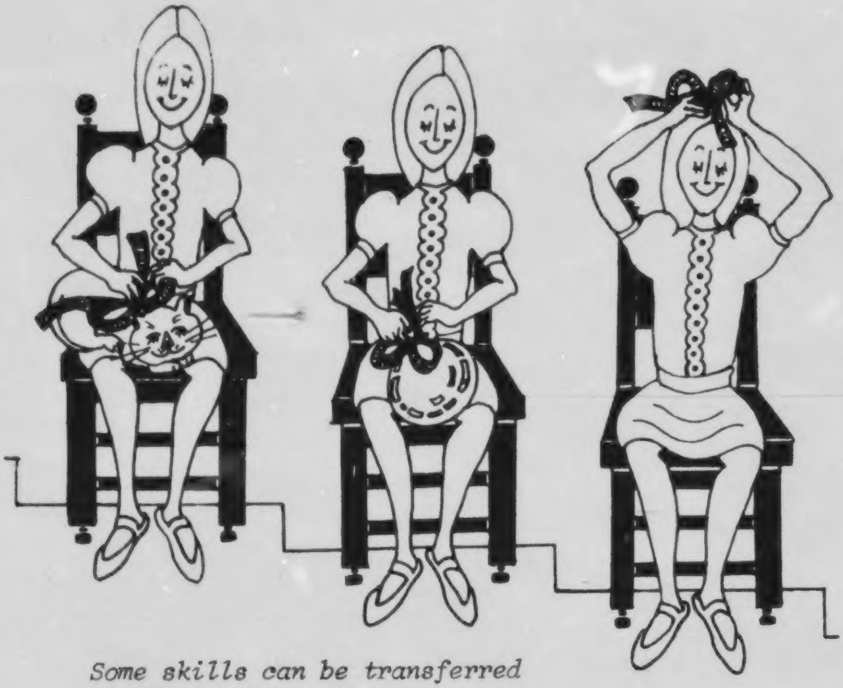
Different skills are required for different tasks.



*Several skills may be required to perform a given task.*

Different skills are required
for different tasks.

Several skills may be required
to perform a given task.



*Some skills can be transferred
from one job to another.*

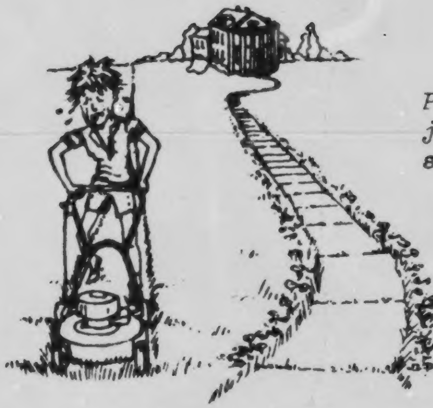
58

Second Experience Level

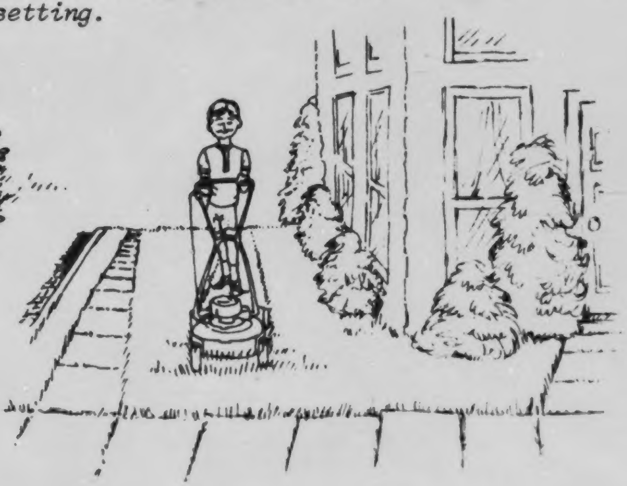
**Different skills are required for different tasks.**

Several skills may be required to perform a given task.

Some skills can be transferred from one job to another.



*Performance requirements for a job will vary with the work setting.*



# Third Experience Level

Different skills are required for different tasks

Several skills may be required to perform a given task.

Some skills can be transferred from one job to another.

Performance requirements for a job will vary with the work setting.

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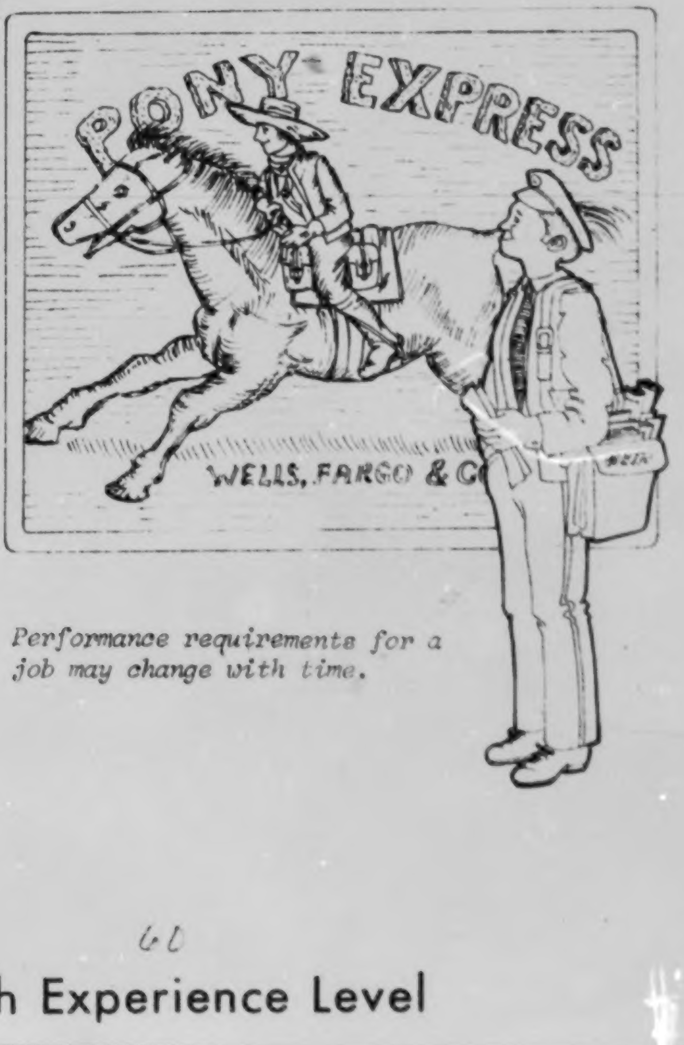

*Performance requirements for a job may change with time.*

Different skills are required for different tasks.

Several skills may be required to perform a given task.

Some skills can be transferred from one job to another.

Performance requirements for a job will vary with the work setting.

Performance requirements for a job may change with time.

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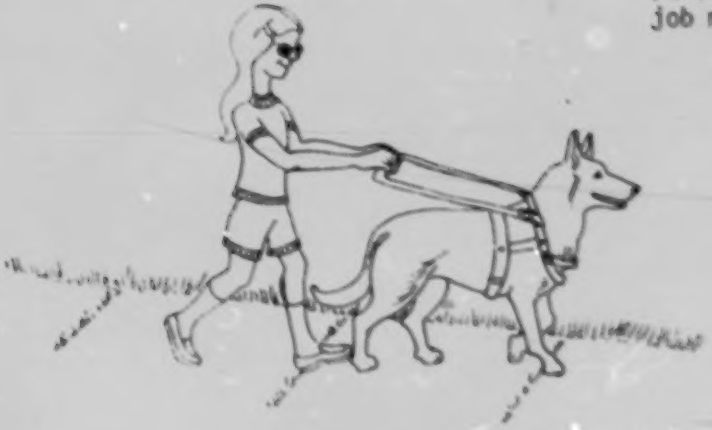
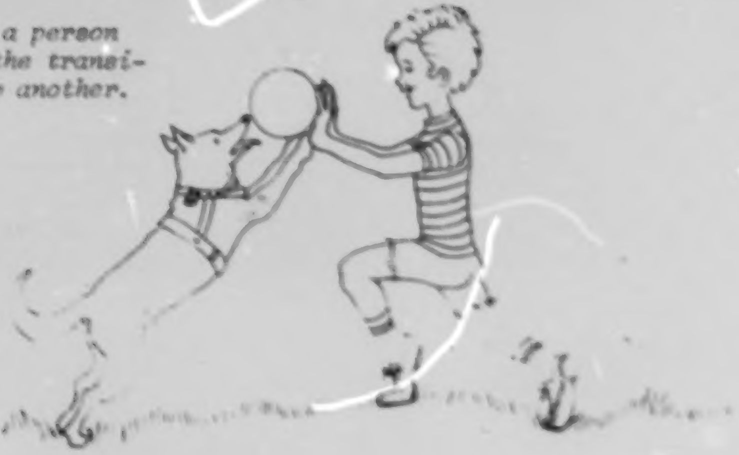


*It is important for a person to be able to make the transition from one job to another.*



Fifth Experience Level

BEST COPY AVAILABLE

Different skills are required for different tasks.

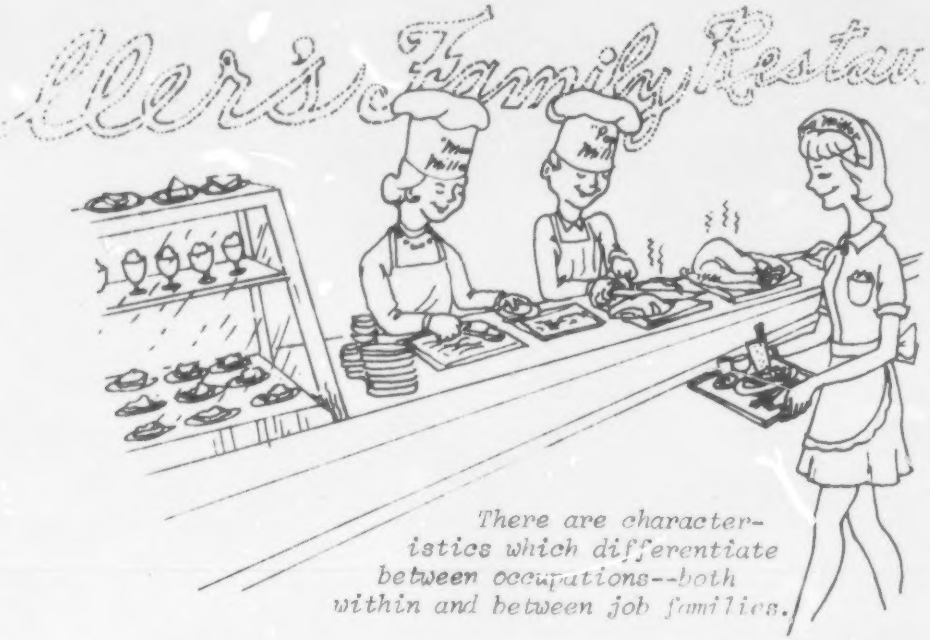
Several skills may be required to perform a given task.

Some skills can be transferred from one job to another.

Performance requirements for a job will vary with the work setting.

Performance requirements for a job may change with time.

It is important for a person to be able to make the transition from one job to another.



*There are characteristics which differentiate between occupations--both within and between job families.*

# TEACHER/COPING
# GOALS/BEHAVIORS

## Introduction

MAJOR CONCEPT: Individuals can learn to perform adequately in a variety of occupations and occupational environments.

Teacher goals are offered to suggest directions by which the teacher might proceed to set up learning environments for teaching the subconcepts to the children. Teacher goals will be more generally stated than pupil performance objectives.

This major concept presents an opportunity to understand one's own skills and those of others, and to relate skills to specific tasks and occupations. The teacher will need to provide information about requirements of tasks and occupations in such a way that pupils will be able to relate their own physical, social, and intellectual skills to them. Once the child grasps the major concept he will see several positive alternatives for himself: "If I can do this then I can do that or that." By encouraging the children and offering them individual opportunities to excel, the teacher can construct a positive self-image for each child.

Summarized, the teacher goals are to:

1. enable pupils to relate skills to tasks.
2. offer opportunities for pupils to discover how job settings often determine job requirements.
3. help pupils develop confidence and abilities in applying skills to various tasks.

# Readiness Level

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MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

*Different skills are required for different tasks.*

Every person is endowed with physical, mental, social, and emotional "tools" for different tasks.

INTEREST THE CHILDREN IN IDENTIFYING THEIR DIFFERENT SKILLS.

INCREASE THE PUPILS' SKILL IN CATEGORIZING THEIR OWN TASKS ACCORDING TO THEIR SKILLS.

For example, the children could identify a task by whether they used hands, feet, eyes, or ears to perform it. Intellectual skills used in tasks might be naming, grouping, counting, or following directions. Sharing, helping, and taking turns are examples of social skills.

HONEY
CLOVER
BRAND

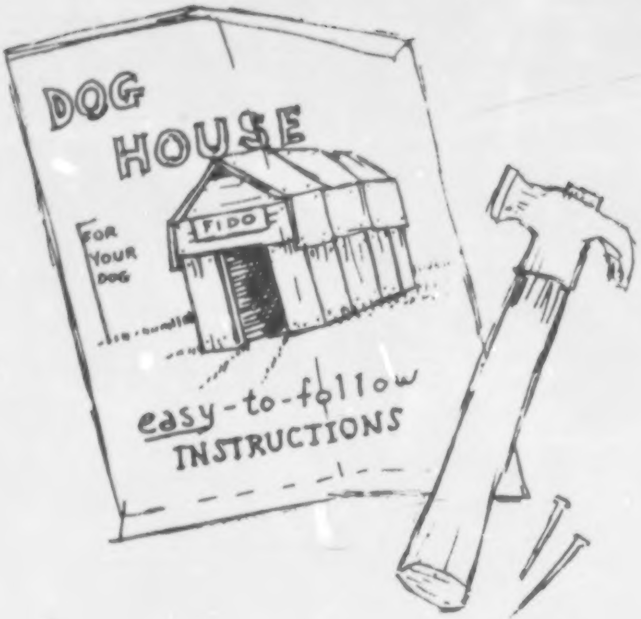
OFFER OPPORTUNITIES FOR THE CHILDREN TO ENGAGE IN MANY DIFFERENT TYPES OF ACTIVITIES.

Since the children are eager to improve and gain new skills, it should be easy to

INTEREST PUPILS IN THE WAYS DIFFERENT SKILLS ARE ACQUIRED.

BROADEN PUPIL INFORMATION ABOUT SKILLS USED BY OTHERS.

# First Experience Level



MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

*Several skills may be required to perform a given task.*

ENHANCE PUPIL AWARENESS OF THE MANY SKILLS WHICH THEY USE IN ROUTINE TASKS.

Several skills are needed to walk to school, help at home, care for a pet, dress, wrap a package, etc.

GIVE OPPORTUNITIES FOR PRACTICING TASKS REQUIRING SEVERAL SKILLS.

To broaden the subconcept, the teacher may wish to

ENRICH PUPIL UNDERSTANDING OF SKILLS USED BY OTHERS IN PERFORMING A GIVEN TASK,

and

INTEREST PUPILS IN THE AMOUNT OF TIME AND TRAINING NEEDED TO GAIN THE SKILLS NECESSARY FOR SOME TASKS.

# Second Experience Level

BEST COPY AVAILABLE

MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

*Some skills can be transferred from one job to another.*

The children probably have some skills which are especially useful. The teacher can

FOCUS PUPIL ATTENTION UPON SKILLS THEY CAN USE IN SEVERAL TASKS.

ENCOURAGE PUPILS TO EXPLAIN THE VALUE OF TRANSFERABLE SKILLS FOR THEMSELVES AND FOR OTHERS.

To guarantee that transferable skills are discovered and used, the teacher may

OFFER OPPORTUNITIES FOR PUPILS TO EXPERIMENT WITH TRANSFERRING SKILLS FROM ONE TASK TO ANOTHER.

School skills such as reading, computation, and human relations would be ready examples of transferable skills.

EXPAND PUPIL INFORMATION ABOUT SKILLS OTHERS TRANSFER FROM ONE JOB TO ANOTHER.

# Third Experience Level

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MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

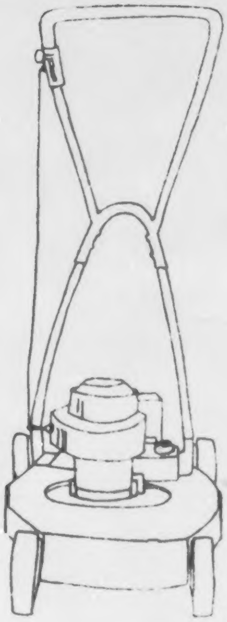
SUBCONCEPT

*Performance requirements for a job will vary with the work setting.*

INCREASE PUPIL INFORMATION ABOUT DIFFERENCES IN WORK SETTINGS OR WORKING CONDITIONS FOR THEMSELVES AND FOR OTHERS.

These differences can be social, such as independent or group settings, supervised or unsupervised settings, or physical, such as differences in space, time, equipment, or location. The historical differences in working conditions are considered at the fourth level.

ENHANCE PUPIL UNDERSTANDING OF PERFORMANCE REQUIREMENTS AS THOSE PHYSICAL, SOCIAL, AND INTELLECTUAL SKILLS WHICH ONE NEEDS TO PERFORM A TASK.



Job requirements can be more specialized when one works as part of a team. Time limits may determine speed of work. With similar examples

STIMULATE PUPIL INTEREST IN RELATING CHANGES IN PERFORMANCE REQUIREMENTS TO CHANGES IN WORK SETTING.

OFFER OPPORTUNITIES FOR PUPILS TO EXPLORE AND EXPERIENCE WAYS PERFORMANCE REQUIREMENTS WHICH THEY ENCOUNTER CHANGE ACCORDING TO WORK SETTING.

Studying at home will be different from studying at school. Emptying kitchen trash could be a bigger job than emptying bedroom wastebaskets, etc.

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# Fifth Experience Level

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MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

*It is important for a person to be able to make the transition from one job to another.*

Persons can acquire special traits and skills which help in making job transfers.

FOCUS PUPIL ATTENTION UPON SOCIAL, PHYSICAL, AND INTELLECTUAL SKILLS WHICH MAKE IT POSSIBLE FOR PERSONS TO TRANSFER FROM ONE JOB TO ANOTHER.

Job transfer is often a major change. The teacher might wish to

BROADEN PUPIL UNDERSTANDING OF MANY REASONS WHY PERSONS TRANSFER FROM ONE JOB TO ANOTHER.

Reasons could be to improve social environment, for personal satisfactions, company request, more money, better geographical location, use of increased training, better benefits, etc.

INTEREST PUPILS IN HOW PERSONS TRANSFER.

Credentials are gathered, applications are made, interviews are held, resignations are submitted, etc.

HELP PUPILS TO EMPHASIZE EFFECTS JOB TRANSFERS HAVE ON FAMILY, FRIENDS, AND COMMUNITY.

# Fourth Experience Level

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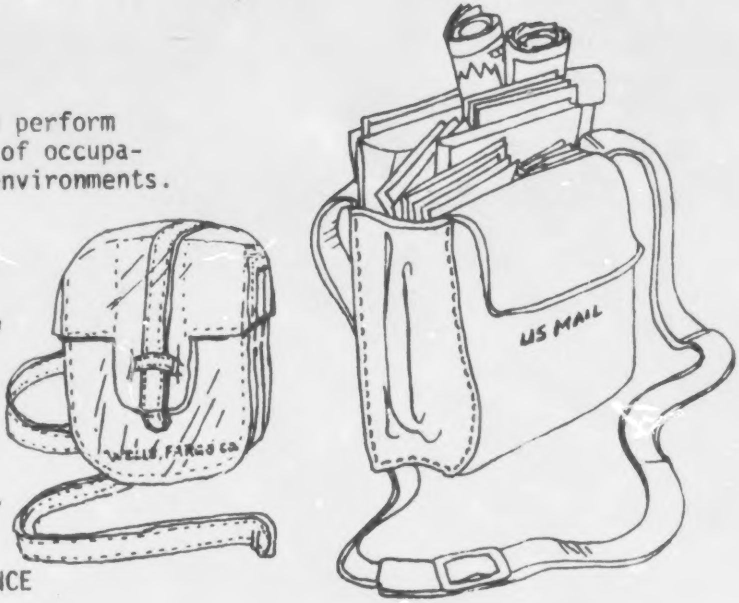
MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

*Performance requirements for a job may change with time.*



To establish background,

OFFER INFORMATION ABOUT HOW PERFORMANCE REQUIREMENTS FOR SOME OCCUPATIONS HAVE CHANGED WITH TIME.

STIMULATE PUPIL INTEREST IN FINDING HISTORICAL REASONS FOR CHANGES IN PERFORMANCE REQUIREMENTS FOR SEVERAL TASKS AT HOME, AT SCHOOL, IN OCCUPATIONS.

Examples of historical reasons for these changes might be mechanization, industrialization, technology, urbanization, or cybernation.

ENRICH PUPIL UNDERSTANDING OF WAYS WORKERS HAVE ADAPTED TO OCCUPATIONAL PERFORMANCE REQUIREMENTS WHICH HAVE CHANGED WITH TIME.

A worker may have more or less leisure, need more or less specialization; he may experience unemployment, need to transfer, join a union, etc.

GIVE PUPILS AN OPPORTUNITY TO PREDICT HOW PERFORMANCE REQUIREMENTS FOR SOME OCCUPATIONS MIGHT BE MODIFIED IN THE FUTURE.

# PUPIL PERFORMANCE OBJECTIVES / COPING BEHAVIORS

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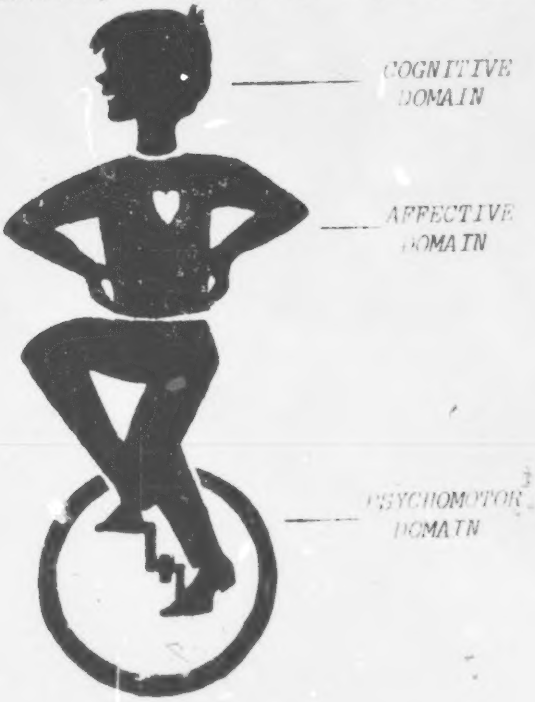
## Introduction

MAJOR CONCEPT: Individuals can learn to perform adequately in a variety of occupations and occupational environments.

The pupil performance objectives for the second major concept in the Coping Behaviors dimension seek to encourage pupils to apply the general idea of personal control to the varying conditions of occupational environments. This control is acquired through knowledge and skills which are applicable to whatever occupational situations may arise.

Definitions play a key role in the experience suggested. Job descriptions may be considered in terms of professional, skilled, semi-skilled, or non-skilled requirements. They may also be classified according to work settings, social implications, clothing or equipment requirements, etc. Skills themselves can be identified as intellectual, social, or physical. Job differences and similarities and the likelihood of changes that may occur either within a given job or in switching positions are also major factors.



Such considerations are applied to immediate classroom tasks as well as to the present and anticipated world of work. Consequently, the several sub-concepts of this dimension framework offer a rather substantial opportunity for increasing pupils' practical knowledge of occupational information.

# Sixth Experience Level

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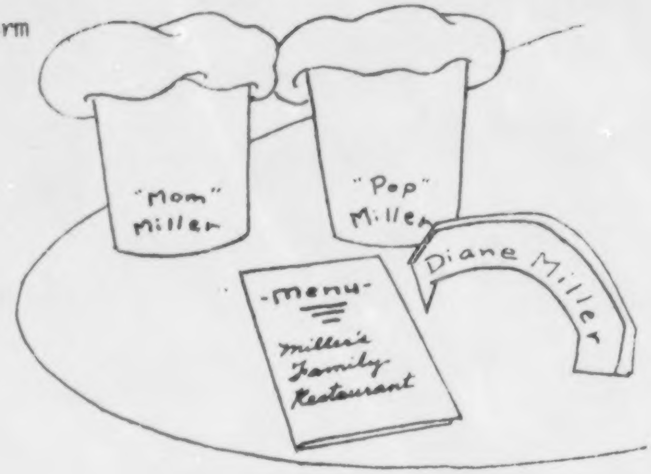
MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

*There are characteristics which differentiate between jobs both within and between occupational clusters.*



Pupils will need to be aware of several organizing principles which account for different occupational clustering.

INTEREST PUPILS IN VARIOUS SYSTEMS OF OCCUPATIONAL CLUSTERING.

PROVIDE OPPORTUNITIES FOR PUPILS TO ISOLATE JOB CHARACTERISTICS WHICH CUT ACROSS CLUSTERS.

Examples may be managerial jobs, secretarial jobs, etc. These are sometimes referred to as job families.

ENCOURAGE PUPILS TO DEVELOP THEIR OWN SYSTEMS OF OCCUPATIONAL CLUSTERING.

# Readiness Level

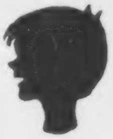
BEST COPY AVAILABLE

MAJOR CONCEPT

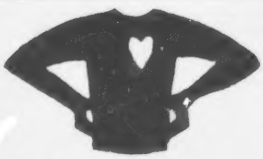
Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

*Different skills are required for different tasks.*

In the , the student will be able to

- . . . differentiate among at least two classroom tasks according to their requiring specified skills.
- . . . name at least two different tasks at home that require the use of one particular physical skill.
- . . . describe the skills exhibited by characters in a particular television program, story, or film.
- . . . name at least one worker in the community who would need to be very strong physically.
- . . . name at least one worker in the community who would need to be able to meet many people easily.
- . . . name at least one worker in the community who would need to know very much about science.

In the , the student will be able to

- . . . describe how one acquired a specific skill.
- . . . discuss what knowledge may be important to certain specified tasks.

Please remember that each experience level introduces objectives dealing with a new subconcept, but that objectives from previous levels can and should be utilized whenever practicable.

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# First Experience Level

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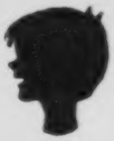
MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

*Several skills may be required to perform a given task.*

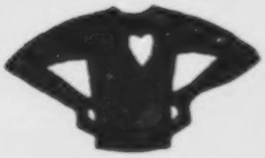
In the , the student will be able to

. . . classify a specified number of skills according to their intellectual, social, or physical characteristics.

. . . name at least two different skills used by a parent carrying out a specific task at home.

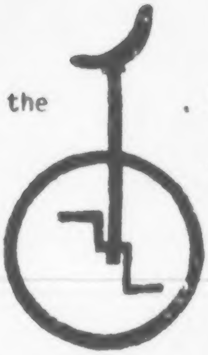
. . . name at least two different skills used by a classmate during a specific classroom activity.

. . . identify at least two different skills used by a particular school worker performing a given task.

In the , the student will be able to

. . . take part in a dramatization of a task involving at least two kinds of skills.

. . . discuss with other members of the group how each of a specified number of intellectual skills might be improved.

In the  , the student will be able to

. . . participate in races, or exercises, which require varying types of bodily movements.

. . . use a specific tool effectively in two different classroom activities.

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# Second Experience Level

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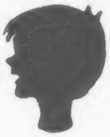
MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

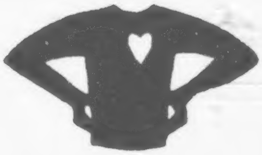
*Some skills can be transferred from one job to another.*

In the , the student will be able to

. . . name at least two different tasks that would require a knowledge of arithmetic (or science, etc.)

. . . report how one's parent uses arithmetic in carrying out household tasks.

. . . identify at least three jobs which require an ability to read.

In the , the student will be able to

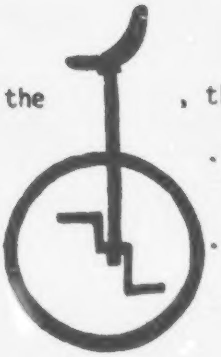
. . . tell how one has used a skill (intellectual, social, or physical) learned at school while carrying out a task at home.

. . . describe how one has used a specific social skill in at least two different situations outside the home or school.

. . . discuss with other members of the group how each of a specified number of social skills might be improved.

. . . discuss with other members of the group how each of a specified number of physical skills might be improved.

. . . help a classmate improve a skill of his choice.

In the , the student will be able to

. . . demonstrate at least two skills involving physical strength.

. . . demonstrate at least two skills involving physical dexterity.

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# Third Experience Level

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MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

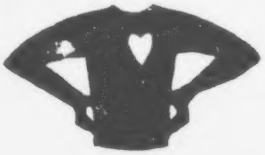
SUBCONCEPT

*Performance requirements for a job will vary with the work setting.*

In the , the student will be able to

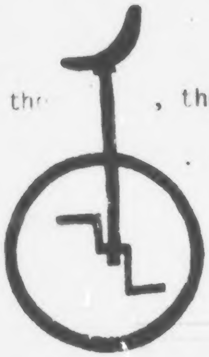
. . . report on two different secretaries' (or teachers', truck drivers', etc.) description of the skills needed in their jobs.

. . . name at least one job that would probably require the same skills no matter where it is performed.

In the  , the student will be able to

. . . describe how one approaches a particular schoolwork assignment differently in the classroom and at home.

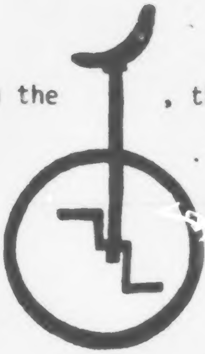
. . . discuss the possible differences in services expected from a given type of worker according to his location in a rural area, a small town, or a large city.

In the  , the student will be able to

. . . demonstrate how one's handwriting may vary according to the requirements of different situations.

. . . describe how one has used a specific intellectual skill in at least two different situations outside the home or school.

. . . describe how one has used a specific physical skill in at least two different situations outside the home or school.

In the , the student will be able to

. . . demonstrate the use of a single physical skill (running, throwing, etc.) in at least two different playground activities.

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. . . describe how one's own responsibilities as a pupil have changed since beginning school.

. . . discuss how skill and knowledge requirements for a given job might change within the next ten (or fifteen, etc.) years.

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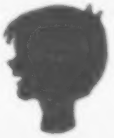
# Fourth Experience Level

**MAJOR CONCEPT**

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

**SUBCONCEPT**

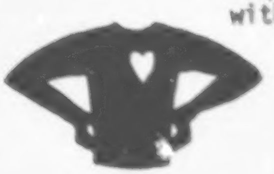
*Performance requirements for a job may change with time.*

In the , the student will be able to

. . . explain how skill requirements for a particular occupation changed within a specified period of history.

. . . report on an adult acquaintance's description of how the skill or knowledge requirements have (or have not) changed since he began his present job.

. . . identify at least one job whose requirements are unlikely to change with time.

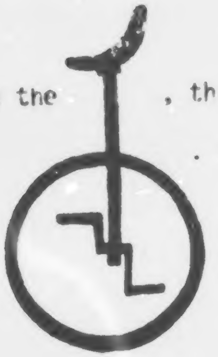
In the , the student will be able to

. . . describe how at least one technological change during one's own lifetime has affected one's way of doing a particular activity.

. . . differentiate one's own present responsibilities as a member of his family from those when he was seven (or six, or five) years old.

. . . take part in dramatization of at least two examples of social skills that would be helpful in more than one job.

. . . take part in a dramatization of an interview of a person who is seeking to change jobs.

In the , the student will be able to

. . . demonstrate a physical skill that would be helpful in at least three different jobs.

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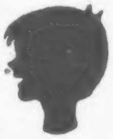
# Fifth Experience Level

MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

*It is important for a person to be able to make the transition from one job to another.*

In the , the student will be able to

. . . state at least two examples of intellectual skills that would be helpful in each of at least three different jobs.

. . . list at least four possible reasons why a person might change jobs.

. . . report on how an adult acquaintance described his change from one job to another.

. . . state at least two examples of social skills that would be helpful in each of at least three different jobs.

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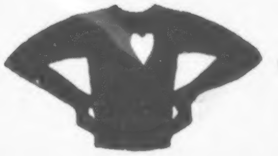
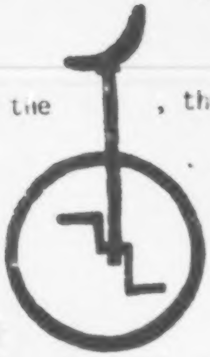
In the , the student will be able to

. . . cooperate with other members of the class in collecting and organizing data about the frequency of job changes among adults in the community.

. . . discuss the criteria which place a specified number of job descriptions in their respective job families.

In the , the student will be able to

. . . create an organized display based on pictures of workers employed in at least three different job families.

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# Sixth Experience Level

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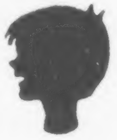
## MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

## SUBCONCEPT

*There are characteristics which differentiate between occupations--both within and between job families.*

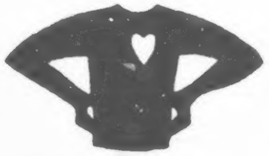
In the , the student will be able to

. . . define a specified number of job descriptions as professional, skilled, semi-skilled, or unskilled.

. . . name at least one job which would most likely be suitable for a worker who has had to leave a specified different job.

. . . classify a specified number of job descriptions according to requirements for working indoors or outdoors, with or without special clothing, individually or in groups, etc.

. . . identify as many differences and similarities as possible between two particular job families within a specified period of time.

In the , the student will be able to

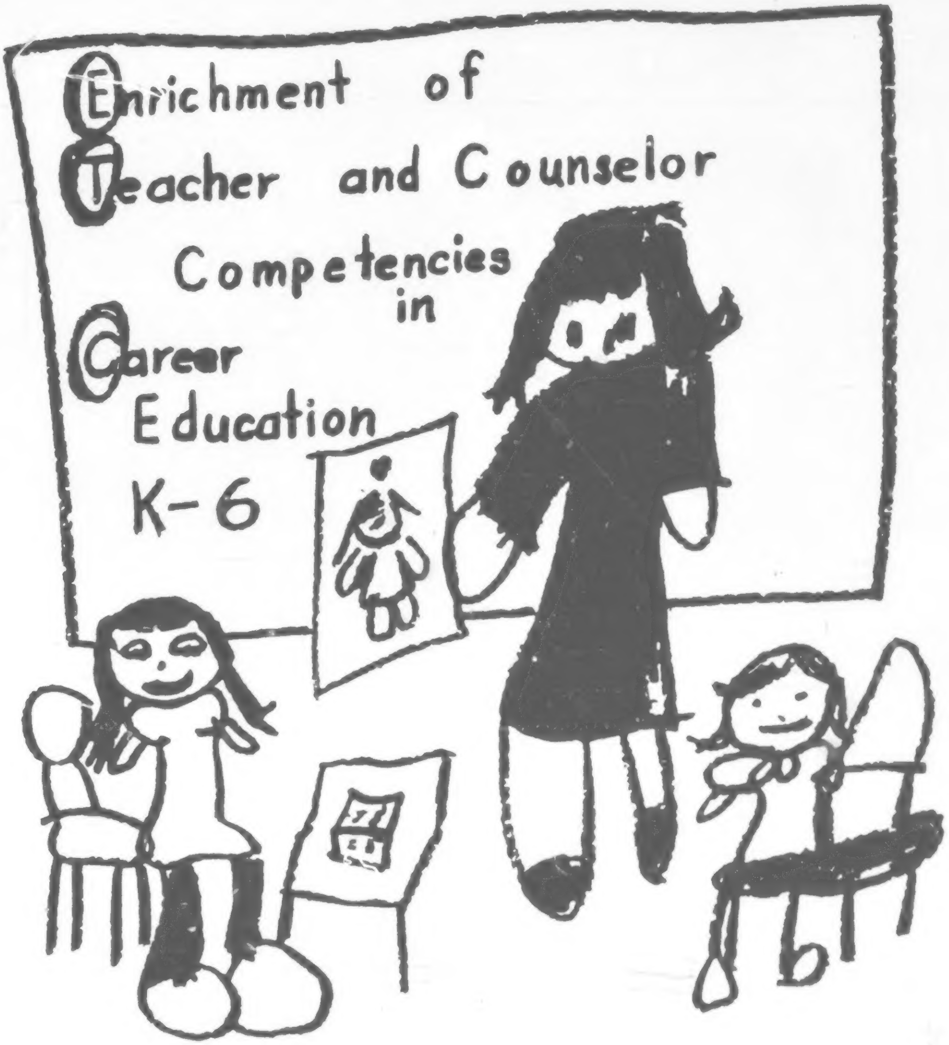
. . . cooperate with a small group of classmates in reporting about work skills and knowledge required by a given job family.

# Decision Making

**Major Concepts**

LIFE INVOLVES A SERIES OF CHOICES LEADING TO CAREER COMMITMENTS.

BASIC COMPONENTS OF THE DECISION-MAKING PROCESS CAN BE APPLIED TO THE ESTABLISHING OF PERSONAL GOALS AND THE MAKING OF CAREER-RELATED DECISIONS.


Enrichment of
Teacher and Counselor
Competencies in
Career
Education
K-6

# Introduction to Decision Making Dimension

Major Concepts

LIFE INVOLVES A SERIES OF CHOICES LEADING TO CAREER COMMITMENTS.

BASIC COMPONENTS OF THE DECISION-MAKING PROCESS CAN BE APPLIED TO THE ESTABLISHING OF PERSONAL GOALS AND THE MAKING OF CAREER-RELATED DECISIONS.

The two dimension frameworks dealing with the process of decision making provide a setting within which that process may become understandable and functional. Decision making is considered from two basic viewpoints:

> A decision is a conclusion which has resulted from the combining of factual information, personal and social values, and the implications of pertinent circumstances.
>
> When a decision is "made" it produces consequences and also becomes a more or less continuing part of a person's pattern of circumstances.

Thus, a decision has antecedents in an individual's store of knowledge, perceptions, and values. Its validity and its relevance to reality determine what its continuing effects will be.

Both major concepts in the Decision Making dimension deal with both of these viewpoints. In the first instance, decision making is treated in its total context of antecedents and anticipated effects. Secondly, the components of the process are further analyzed and more specifically applied to the setting of personal goals.

# Decision Making

**Major Concept**

LIFE INVOLVES A SERIES OF CHOICES
LEADING TO CAREER COMMITMENTS.

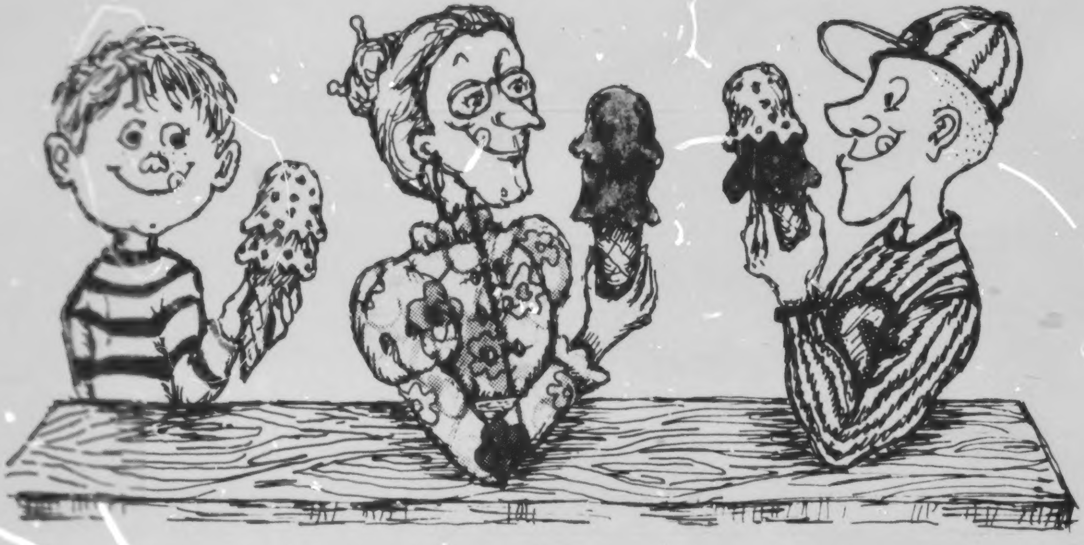
# Introduction

The necessity for making decisions confronts each individual all through his lifetime. The issue is not one of making or avoiding decisions, but whether or not the decisions made have more or less validity and more or less practical results. Even "I will not decide" is a decision.

The subconcepts of this dimension framework seek to provide direction in identifying what a decision is, how it is arrived at, and its possible continuing effects. Beginning with the idea of "making up one's mind" as a working definition, the development treats the influences of external circumstances upon decision making and considers expectations which may follow thereafter.

For example, the first and third experience levels deal with how changes in people and things affect decision making. The fourth and fifth levels, respectively, deal with the ideas of risk and chain reaction as likely consequences from the making of a decision.

Whatever the conditions which provide the context for a specific decision, the emphasis is upon understanding those conditions and how they relate as both prior and subsequent considerations.



Choice means "making up one's mind" and there are certain situations where one can make choices.

Choice means "making up one's mind" and there are certain situations where one can make choices.

*Things change and these changes influence the choices and decisions one makes.*

Choice means "making up one's mind" and there are certain situations where one can make choices.

Things change and these changes influence the choices and decisions one makes.

*An individual's decisions affect himself and others.*

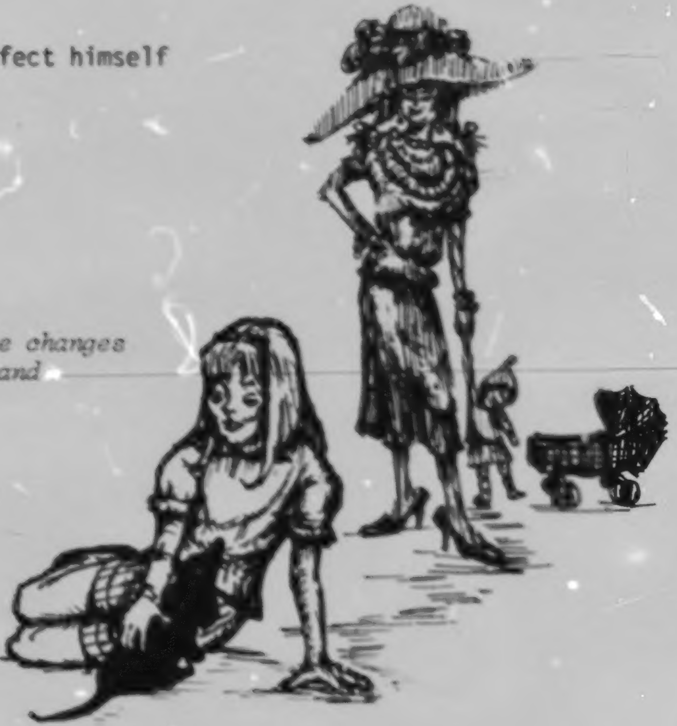
## Second Experience Level

Choice means "making up one's mind" and there are certain situations where one can make choices.

Things change and these changes influence the choices and decisions one makes.

An individual's decisions affect himself and others.

*People change and these changes influence the choices and decisions one makes.*



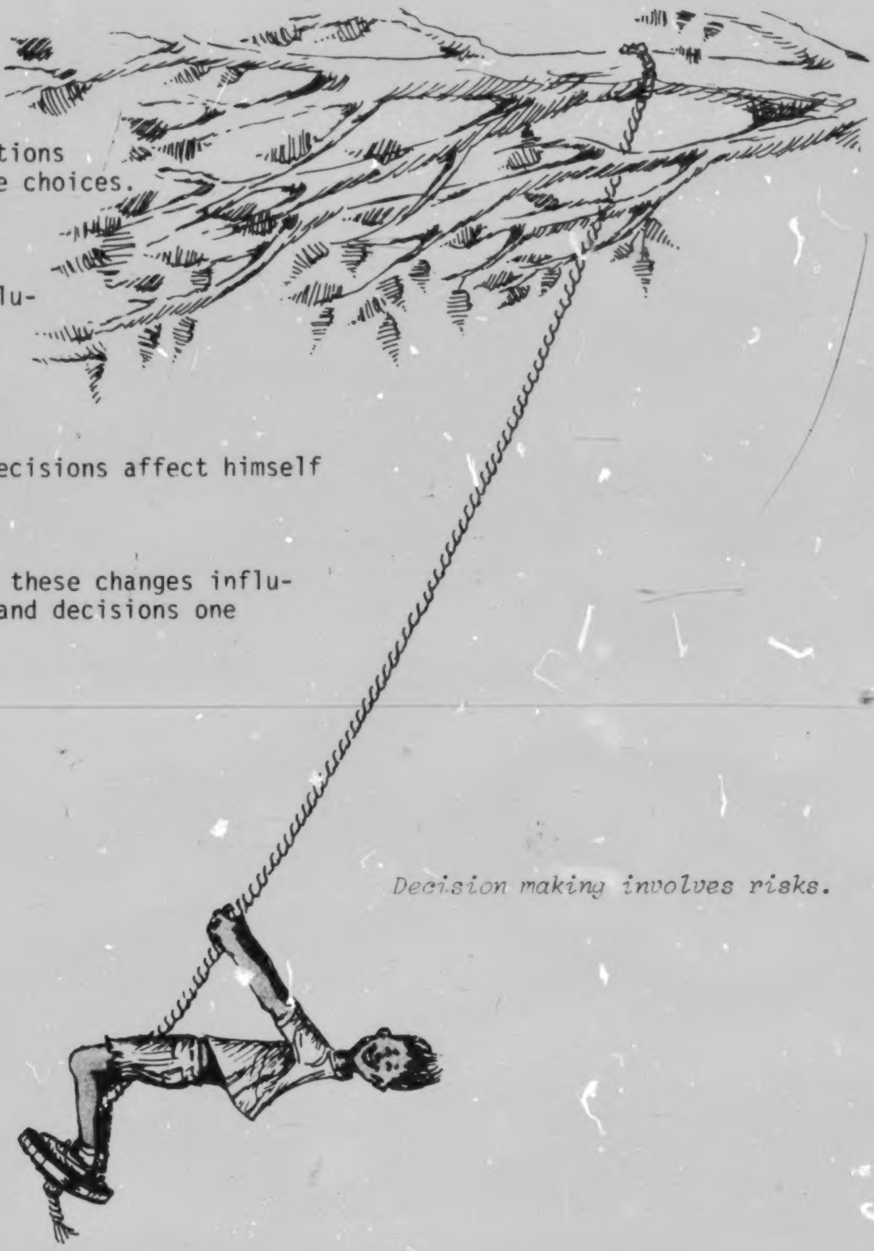
Third Experience Level

Choice means "making up one's mind" and there are certain situations where one can make choices.

Things change and these changes influence the choices and decisions one makes.

An individual's decisions affect himself and others.

People change and these changes influence the choices and decisions one makes.



*Decision making involves risks.*

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# Fourth Experience Level

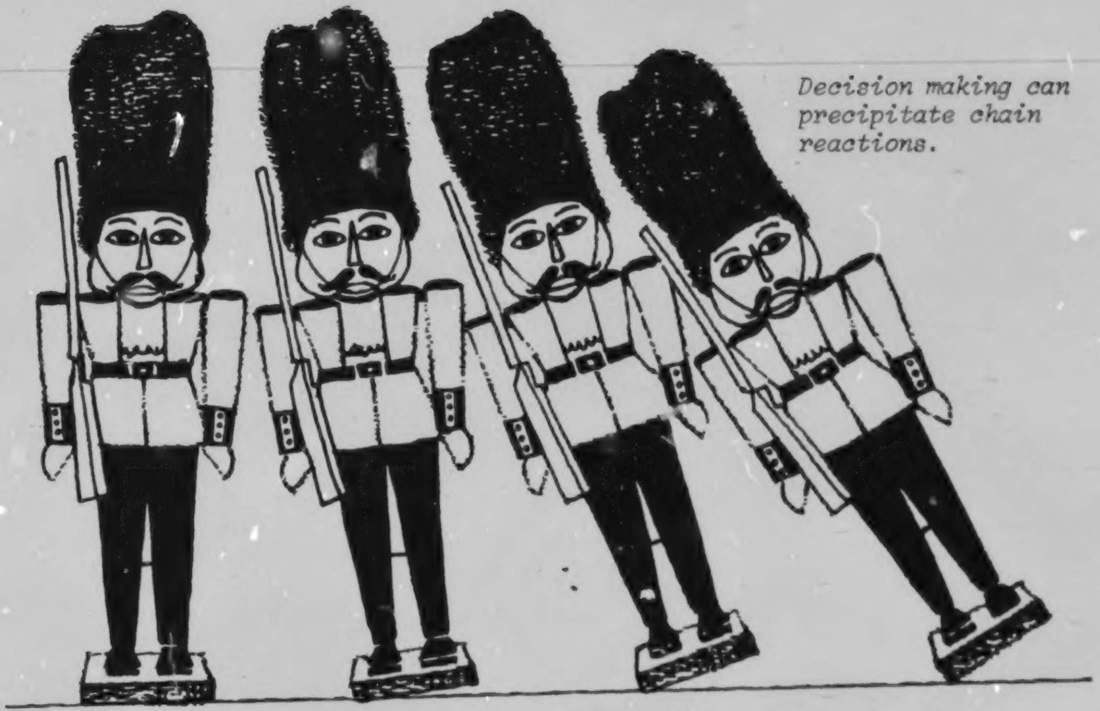
Choice means "making up one's mind" and there are certain situations where one can make choices.

An individual's decisions affect himself and others.

Things change and these changes influence the choices and decisions one makes.

People change and these changes influence the choices and decisions one makes.

Decision making involves risks.



*Decision making can precipitate chain reactions.*

# Fifth Experience Level

Choice means "making up one's mind" and there are certain situations where one can make choices.

Things change and these changes influence the choices and decisions one makes.

An individual's decisions affect himself and others.

People change and these changes influence the choices and decisions one makes.

Decision making involves risks.

Decision making can precipitate chain reactions.

*Previous decisions, peers, gratifications, needs, interests, and career information influence present and future decisions.*

# Sixth Experience Level

# TEACHER GOALS/DECISION MAKING

## Introduction

**MAJOR CONCEPT:** Life involves a series of choices leading to career commitments.

Teacher goals are offered to suggest directions in which the teacher might proceed to set up learning environments to promote the children's realization of the subconcepts. Teacher goals will be more generally stated than pupil performance objectives.

The sequential subconcepts in this dimension framework treat factors which influence decision making and consequences of decision making. Like other skills, decision making needs practice to insure understanding, growth, and competence. Practice in making decisions can intentionally occur in a variety of ways throughout the school day.

The primary types of teacher goals for developing the decision-making skill shall be the following:

1. To assist the student in recognizing the many influences upon choices and decision making.

2. To structure experiences which will provide maximum opportunities for pupil practice in decision making.

3. To help the student assess, adapt to, and bear responsibility for his choices and decisions.

# Readiness Level

## MAJOR CONCEPT

Life involves a series of choices leading to career commitments

## SUBCONCEPT

*Choice means "making up one's mind" and there are certain situations where one can make choices.*

What kinds of experiences shall we provide to help children begin to develop an ability to deal with choices? One possibility is simply to

> CALL ATTENTION TO A WIDE RANGE OF SITUATIONS IN WHICH A CHOICE IS POSSIBLE AND PERMISSABLE.

We may also seek to

> STRUCTURE EXPERIENCES FOR INDIVIDUALS AND GROUPS IN ORDER TO SET UP SPECIFIC OPPORTUNITIES FOR MAKING UP THEIR MINDS.

An atmosphere of acceptance can help matters, so we would certainly make the effort to

> ENCOURAGE FURTHER DECISION MAKING BY BEING RECEPTIVE TO CHILDREN'S RESPONSES TO DECISION-MAKING SITUATIONS.

# First Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

*Things change and these changes influence the choices and decisions one makes.*

As conditions vary, so, too, it is likely that the substance of decisions may be affected. Changes in time, location, or available materials can contribute to a need for reassessment of choices. Consequently, we would want to

> HELP CHILDREN TO REALIZE THAT CONDITIONS CHANGE AND MAY NEED TO BE REEVALUATED ACCORDINGLY.

Toward this goal, we

> OFFER DECISION-MAKING EXPERIENCES WITHIN CONDITIONS THAT ARE CHANGING, OR HAVE CHANGED.

And,

> HELP CHILDREN TO RECOGNIZE WHICH CHANGES INFLUENCE THEIR CHOICES.

# Second Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

*An individual's decisions affect himself and others.*

Once a decision is made, of course, it becomes a part of the environment in which the decider and those about him operate. The decision and its consequences produce changes which can influence what follows. Toward enhancing awareness of such consequences, we may try to

PROVIDE SITUATIONS IN WHICH A CHILD CAN EXPERIENCE THE EFFECTS OF HIS CHOICE UPON HIMSELF,

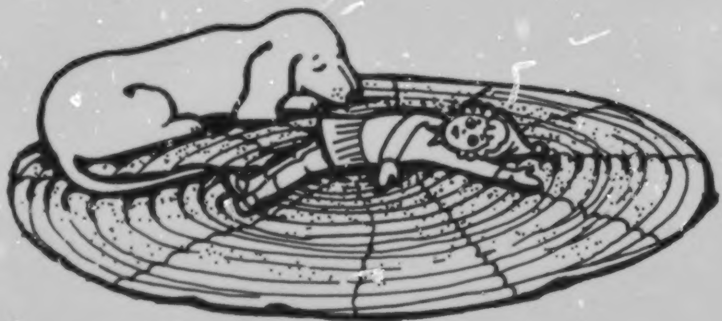
or, similarly,

UPON OTHERS.

# Third Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.



SUBCONCEPT

*People change and these changes influence the choices and decisions one makes.*

Besides alterations in the physical environment, and considerations of time, there often occur changes in the ways people feel, think, and behave. These human elements also can affect the conditions of choice. Thus, we will be interested in seeking to

> HELP CHILDREN RECOGNIZE DIFFERENT KINDS OF CHANGES IN PEOPLE, INCLUDING THEMSELVES.

We will probably be able to

> STRUCTURE EXPERIENCES IN WHICH CHILDREN CAN MAKE CHOICES INFLUENCED BY CHANGES IN PEOPLE. (e.g., mood, knowledge, age, skills.)

# Fourth Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

*Decision making involves risks.*

Naturally, making a decision very often involves a sense of uncertainty. A choice may really "flop", or at least come out less profitably than another one might have. Risk is definitely there, and a teacher would hope to

> BROADEN CHILDREN'S UNDERSTANDING OF RISK-TAKING SITUATIONS FOR THEMSELVES AND FOR OTHERS.

One means toward such understanding could be to

> STRUCTURE EXPERIENCES IN WHICH CHILDREN CAN MAKE DECISIONS IN THE PRESENCE OF ACKNOWLEDGED RISKS.

There would also be a need to

> PROVIDE OPPORTUNITIES TO ASSESS THE RESULTS OF RISKY DECISIONS.

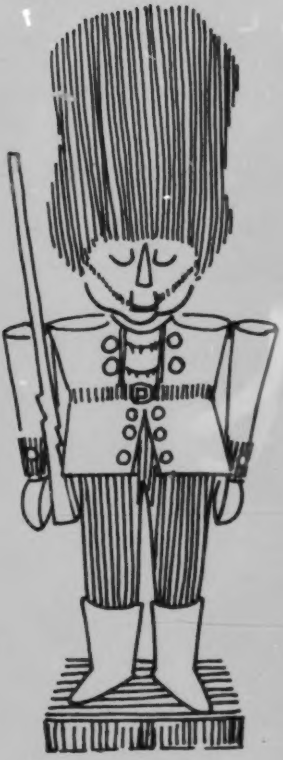
# Fifth Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

*Decision making can precipitate chain reactions.*



As noted previously (Second Experience Level for this concept), a given decision is very likely to become a part of the environment for later decisions. This situation logically extends from the next decision to the next, and so on. In dealing with this chain reaction possibility, it will be helpful to

> EXPAND CHILDREN'S UNDERSTANDING THAT DECISION MAKING CAN LEAD TO UNANTICIPATED EVENTS, AS WELL AS THOSE WHICH ARE EXPECTED.

We will want to

> STRUCTURE EXPERIENCES IN WHICH CHILDREN CAN MAKE DECISIONS AND EXPLORE THE CHAIN REACTIONS WHICH MAY BE PRECIPITATED.

# Sixth Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

*Previous decisions, peers, gratifications, needs, interests, and career information influence present and future decisions.*

With increasing sophistication in decision making, the individual continually requires reinforcement and refinement of his previously-learned skills. Meanwhile, a more substantial appreciation of his own individual perspective is desirable as well. At the sixth experience level, therefore, the teacher would seek to

> HELP CHILDREN TO ASSESS THE SINGULAR AND COMBINED INFLUENCES OF SUCH CONSIDERATIONS AS PEERS, SOCIETAL REQUIREMENTS, AVAILABLE RESOURCES, OTHER PEOPLE'S VIEWPOINTS, ETC., UPON PRESENT AND FUTURE DECISIONS.

And, to

> HELP CHILDREN INCORPORATE AWARENESS OF THEIR OWN SELF-DEVELOPMENT INTO THOSE ASSESSMENTS OF THE CONDITIONS OF DECISION MAKING.

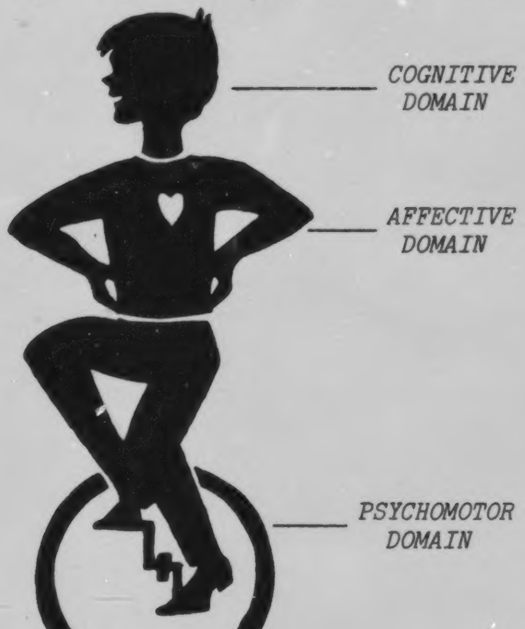
# PUPIL PERFORMANCE OBJECTIVES / DECISION MAKING

## Introduction

MAJOR CONCEPT: Life involves a series of choices leading to career commitments.

The pupil performance objectives for this dimension framework on Decision Making aim to provide bases for a developing understanding of what a decision is and how it is related to preliminary considerations and to consequences.

When applying these kinds of objectives to specific activities, it is essential to maintain as unhurried an atmosphere as possible. The validity of a decision involves logical inferences from sound premises. A "decider" ought properly to have sufficient time to organize and to contemplate the data upon which a decision depends, and to anticipate the possible results which may follow. In addition, emphasis should be on the process of deciding rather than on the actual content being dealt with. This is not to underrate the potential value of the subject matter or of the various influences being considered, but rather to encourage the child to concentrate upon his thinking processes instead of possibly being diverted by inadvertent adult approval or disapproval of what he is thinking about.



Remember that each experience level introduces objectives dealing with a new subconcept, but that objectives from previous levels can and should be utilized as practicable.

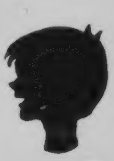
# Readiness Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

*Choice means "making up one's mind" and there are certain situations where one can make choices.*

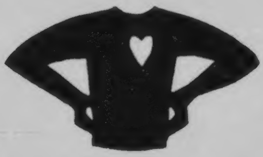
In the , the student will be able to

. . . differentiate between an example of a casual choice and an example of a decisive commitment.

. . . state at least two different situations in which he is not permitted to make a choice.

. . . state at least two different situations in which he is permitted to make a choice.

. . . describe a consequence which followed when he failed to follow through on a decision.

In the , the student will be able to

. . . complete a particular classroom activity he has chosen.

. . . cooperate with one or more classmates in choosing an activity during nonstructured time.

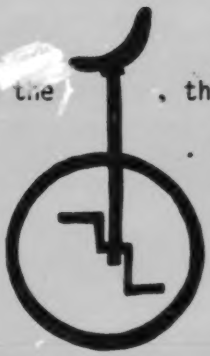
. . . cooperate with one or more classmates in choosing an activity during a teacher-structured situation.

. . . investigate at least three types of materials that have an appeal to him, and rank order them according to his own preferences.

. . . report on how he chose between two activities which were scheduled at the same time.

. . . describe his preferences concerning helping with chores at home, school, or elsewhere.

. . . describe a choice situation in which he could not make up his mind, with emphasis on how the situation was resolved.

In the , the student will be able to

. . . pantomine a person trying to make up his mind about buying something in two different kinds of stores.

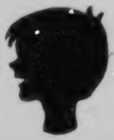
# First Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

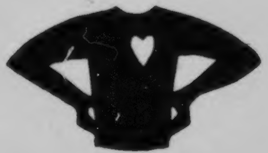
*Things change and these changes influence the choices and decisions one makes.*

In the , the student will be able to

. . . identify at least two different uses of a given object with respect to changed conditions.

. . . state how conditions in a story or film changed and necessitated certain decisions by the characters.

. . . describe how changing seasons, or daily weather, affect one's neighbors' behavior.

In the , the student will be able to

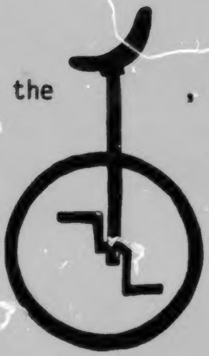
. . . tell how changed conditions at home, or in the neighborhood, required a change of choices on one's own part.

. . . describe how changing seasons, or daily weather, affect one's own behavior.

. . . describe a choice of one's own that would not be influenced by changing conditions.

. . . discuss how a change in a particular physical aspect of the classroom (or school) might induce certain decisions.

. . . relate how a change in a particular person's mood can affect a decision one might make.

In the , the student will be able to

. . . rearrange a given set of objects according to at least two types of classifications.

. . . construct at least two patterns or structures with a given set of objects.

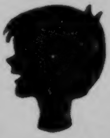
# Second Experience Level

## MAJOR CONCEPT

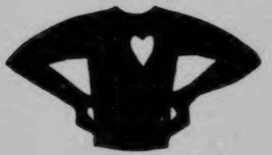
Life involves a series of choices leading to career commitments.

## SUBCONCEPT

*An individual's decisions affect himself and others.*

In the , the student will be able to

- . . . give at least one example each of activities which he likes to do alone and which he likes to do with others.
- . . . identify the effects of a fictional character's behavior on others in a story or film.
- . . . tell how the decision of a classmate affected one or more others.

In the , the student will be able to

- . . . tell about the (positive or negative) effects of his actions during a group activity.
- . . . report about his own enjoyment or displeasure as a result of a choice he had made.
- . . . present his choice for an activity, and assess the response of his classmates by counting their votes for and against.
- . . . participate in a group discussion of how one person's decision can affect others.

# Third Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

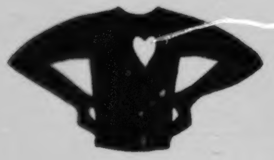
*People change and these changes influence the choices and decisions one makes.*

In the , the student will be able to

. . . define orally, or in writing, the before-after behavior in a person who has changed in knowledge or in a skill.

. . . define orally, or in writing, the before-after behavior in a person whose mood has changed.

. . . match his own rank ordering of a given group of objects or activities with that of a child at least two years younger or older than himself.

In the , the student will be able to

. . . describe how one's own increased knowledge helped induce a decision different from before.

. . . acknowledge orally how he himself felt when another person's mood changed.

. . . report about a particular change in at least one member of his family, or a neighbor, which influenced a decision of his own.

. . . relate how at least one of his own preferences was different when he was much younger.

. . . discuss with classmates differences between their own ideas on a given subject and those of their parents.

. . . discuss how changing moods, or needs, in a person may result in changing expectations and decisions.

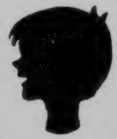
# Fourth Experience Level

## MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

## SUBCONCEPT

*Decision making involves risks*

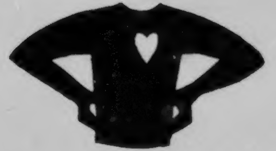
In the , the student will be able to

. . . identify a specific activity as an example of taking a risk.

. . . describe how knowledge and experience can reduce the element of risk when making a decision.

. . . name at least two games that involve the element of chance.

. . . differentiate between at least two activities according to the degree of risk involved.

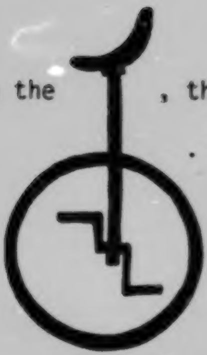
In the , the student will be able to

. . . identify orally, or in writing, the results of a personal choice which seemed a "sure thing" at the time but did not turn out well.

. . . demonstrate through study or questioning an interest in techniques of assessing risks.

. . . give at least one example of the bearing that consequences can have upon decision making.

. . . explain orally, or in writing, the idea that risk may be reduced by rules and laws.

In the , the student will be able to

. . . adjust the element of risk in a simple game of skill by positioning oneself at distances from the target or goal.

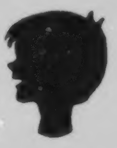
# Fifth Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

*Decision making can precipitate chain reactions.*

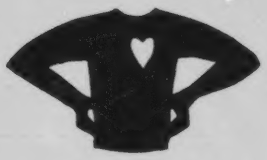
In the , the student will be able to

. . . compile a sequence of at least three events resulting from a decision to carry out a particular activity.

. . . point out at least two possible paths of action following from a given decision.

. . . illustrate the chain reaction idea by analyzing the plot of a story or film.

. . . list in writing at least two significant consequences which followed an important historical decision.

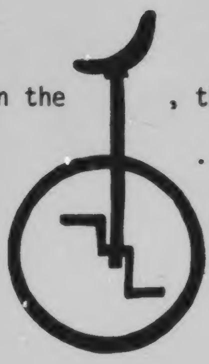
In the , the student will be able to

. . . describe orally, or in writing, the continuing effects of a particular decision of one's own through at least three stages.

. . . describe orally, or in writing, the continuing effects of a decision made by another person through at least three stages.

. . . discuss the idea of chain reaction in terms of at least two current social problems.

. . . report orally how a change in one's own diet produced temporary or long-range effects.

In the , the student will be able to

. . . follow a given set of directions in constructing or using materials.

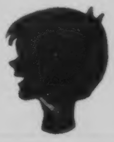
# Sixth Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

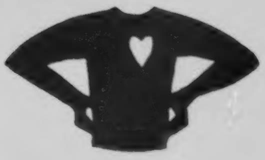
*Previous decisions, peers, gratifications, needs, interests, and career information influence present and future decisions.*

In the , the student will be able to

. . . propose orally, or in writing, at least two courses of action to seek a specified goal for the community; for the nation; for the world.

. . . infer at least two assumptions underlying a decision made by a fictional or historical character.

. . . describe the combined influences of at least two external circumstances upon a decision made by a fictional or historical character.

In the , the student will be able to

. . . explain how one's own knowledge, feelings, or attitudes affected a particular decision of one's own.

. . . tell how another child influenced a particular decision of one's own.

. . . describe orally, or in writing, the combined influences of two or more circumstances upon a decision of one's own.

. . . identify at least two different assumptions underlying a particular decision one has made.

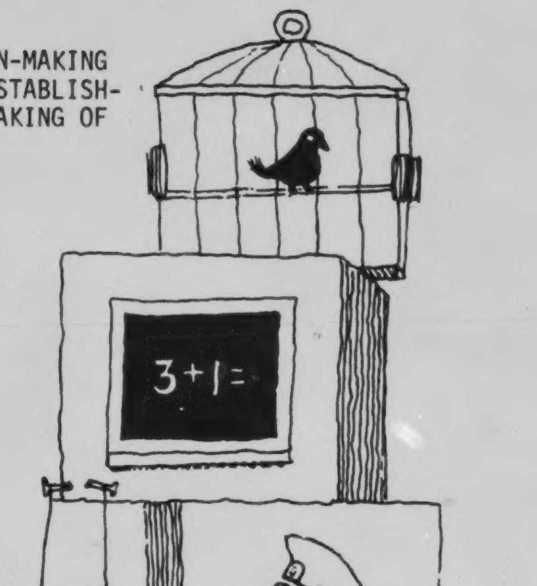
. . . compare the influences of at least two individuals or groups upon a decision of one's own.

. . . report orally, or in writing, the reasons why at least two neighbors chose to live in the homes they now occupy.

# Decision Making

**Major Concept**

BASIC COMPONENTS OF THE DECISION-MAKING PROCESS CAN BE APPLIED TO THE ESTABLISHING OF PERSONAL GOALS AND THE MAKING OF CAREER-RELATED DECISIONS.



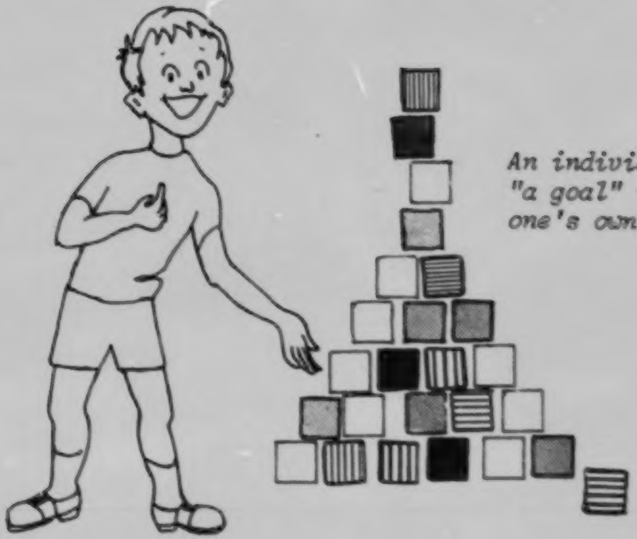
# Introduction

Young people view life from a very personal point of view. As they live in the present and approach the future, they need to develop the ability to make the kinds of choices which will make their life personally satisfying.

As the child grows, he is constantly faced with an increasing number of options. Thus, the process of decision making is vitally important. Decision making is a part of daily life. It is a common act which runs the gamut from small decisions which take little conscious thought to decisions of such an importance that the long-term consequences touch on all events of the future.

At present it is unusual to find systematic formal plans for helping children develop the skills of decision making. Parts of the process are included in counseling and in some courses of study.

The subconcepts of this dimension framework will help an individual learn and use the skills of decision making. Thus, the individual will know how to seek information bearing on his decisions, look for alternatives, investigate his own value system, consider the short-term and long-range effects of his acts, and then choose wisely his course of action.



*An individual should recognize what "a goal" is and learn how to set one's own goals.*

Readiness Level

An individual should recognize what "a goal" is and learn how to set one's own goals.

*Problems which conflict with one's goals can be identified and assessed.*

First Experience Level

An individual should recognize what "a goal" is and learn how to set one's own goals.

Problems which conflict with one's goals can be identified and assessed.

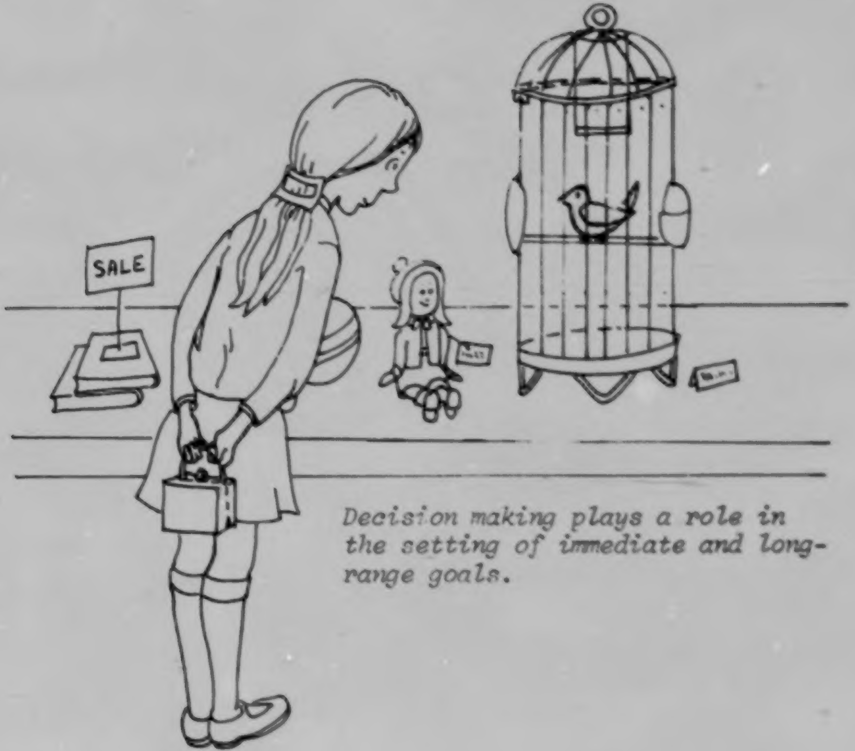
*An individual should consider alternative ways to reach a given goal.*

## Second Experience Level

An individual should recognize what "a goal" is and learn how to set one's own goals.

An individual should consider alternative ways to reach a given goal.

Problems which conflict with one's goals can be identified and assessed.



*Decision making plays a role in the setting of immediate and long-range goals.*

# Third Experience Level

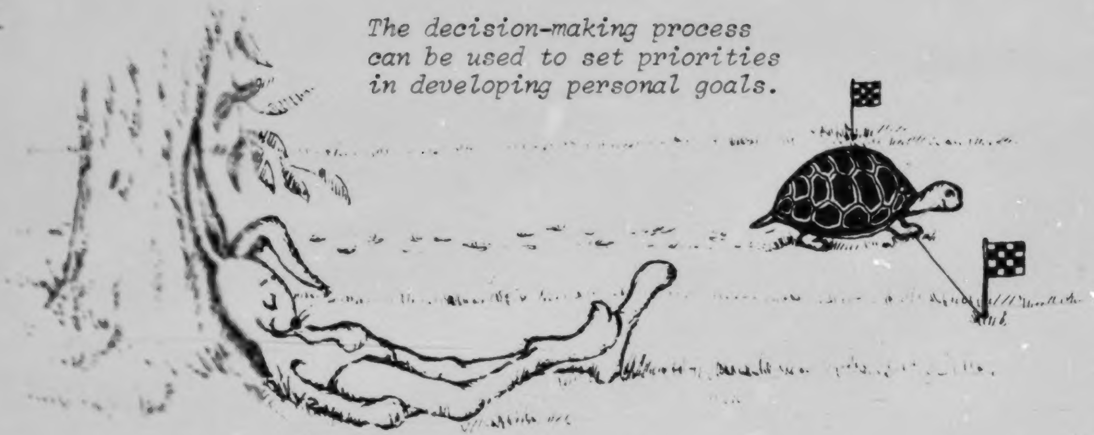
An individual should recognize what "a goal" is and learn how to set one's own goals.

An individual should consider alternative ways to reach a given goal.

Problems which conflict with one's goals can be identified and assessed.

Decision making plays a role in the setting of immediate and long-range goals.

*The decision-making process can be used to set priorities in developing personal goals.*



Fourth Experience Level

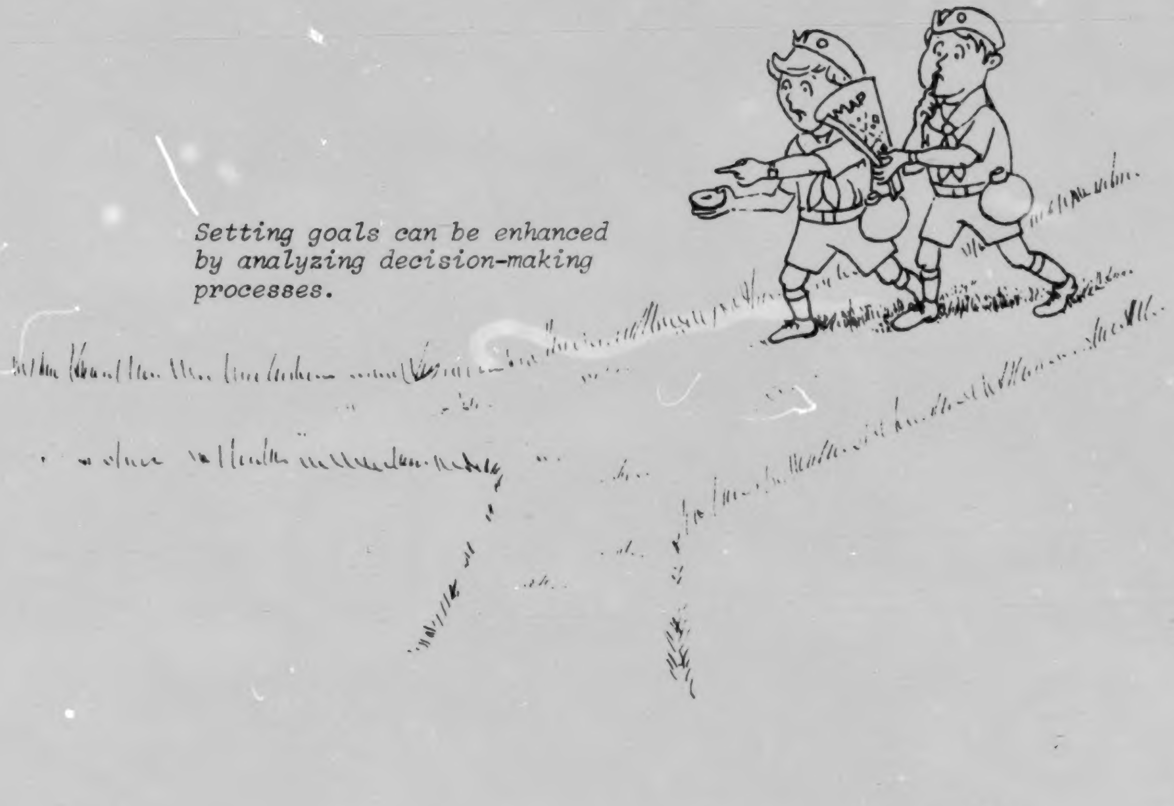
An individual should recognize what "a goal" is and learn how to set one's own goals.

Problems which conflict with one's goals can be identified and assessed.

An individual should consider alternative ways to reach a given goal.

Decision making plays a role in the setting of immediate and long-range goals.

The decision-making process can be used to set priorities in developing personal goals.



*Setting goals can be enhanced by analyzing decision-making processes.*

An individual should recognize what "a goal" is and learn how to set one's own goals.

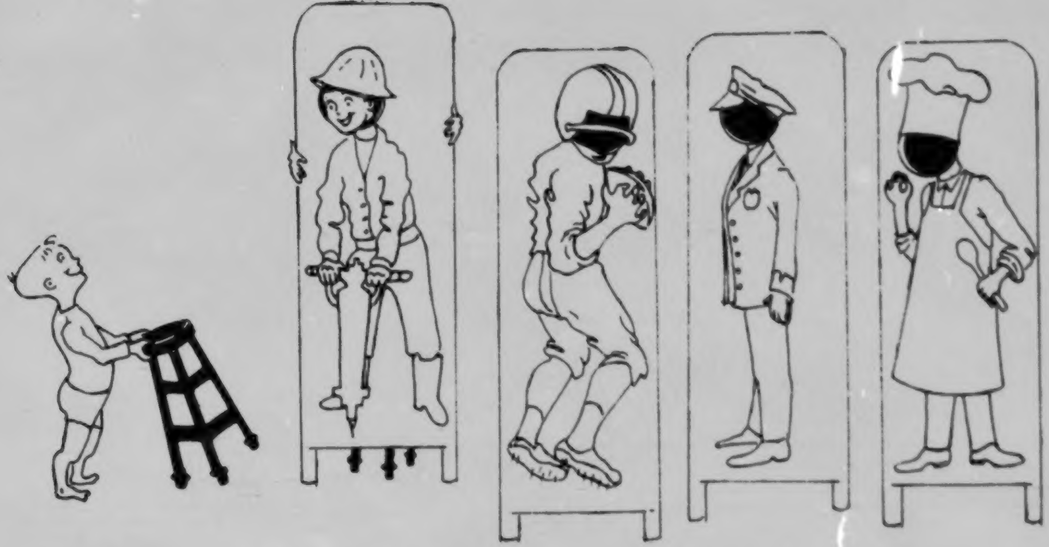
Problems which conflict with one's goals can be identified and assessed.

An individual should consider alternative ways to reach a given goal.

Decision making plays a role in the setting of immediate and long-range goals.

The decision-making process can be used to set priorities in developing personal goals.

Setting goals can be enhanced by analyzing decision-making processes.



*The decision-making process can be used to determine one's preferences, at that point in time, between various job families.*

Sixth Experience Level

# TEACHER GOALS/DECISION MAKING

## Introduction

MAJOR CONCEPT: Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

Teacher goals are offered to indicate the directions in which the teacher might proceed to set up learning environments to promote the child's realization of the subconcepts. Teacher goals will be more generally stated than pupil performance objectives.

This major concept explores the internal processes of decision making especially as it helps us to establish personal goals. Subconcepts develop from the idea of "goal" through ways to set goals effectively. The teacher will be guiding experiences which consider problems conflicting with goals, alternative ways to reach goals, priorities among groups of goals, and the importance of values and information in making decisions about goals. At the sixth level the pupil may be ready to apply these ideas and skills in discovering and exploring occupational preferences.

Teacher goals for this dimension framework fall into these main categories:

1. The teacher will try to increase pupil ability to set personal goals, and pupil understanding of when and how they can be reached.
2. The teacher may structure experiences to provide pupil practice in making decisions about goals.

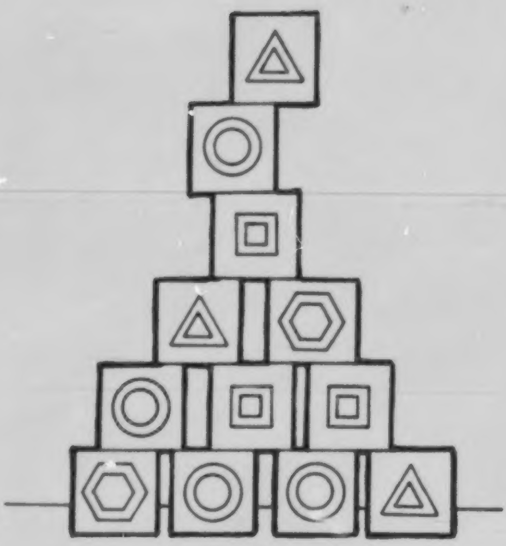
# Readiness Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

*An individual should recognize what "a goal" is and learn to set one's own goals.*



To help establish a working idea of goal, the teacher may

> BROADEN THE PUPIL'S UNDERSTANDING OF "GOAL" AS SOMETHING ONE TRIES OR WANTS TO DO.

Many boys and girls may have finished tasks but never thought of this as reaching a goal. The teacher can

> HELP THE PUPIL TO IDENTIFY SOME OF HIS OWN COMPLETED GOALS.

Also, the teacher can

> EXPAND PUPIL AWARENESS OF GOALS WHICH OTHERS HAVE.

To provide for practice, the teacher can

> HELP PUPILS TO SET SOME SUITABLE GOALS AND CHECK FOR THEIR COMPLETION IN A PLANNED TIME.

# First Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

*Problems which conflict with one's goals can be identified and assessed.*

Often goals are not easily reached because of obstructions of some kind. Experience in dealing with such problems may be helpful. One easy step for the teacher can be

> TO ASSIST PUPILS IN DEFINING SOME PROBLEMS WHICH CONFLICTED WITH THEIR GOALS, OR THINGS THEY TRIED TO DO.

Pupils have had different kinds of problems reaching goals such as weather, permission, lack of know-how. The teacher can

> HELP PUPILS TO CATEGORIZE THE VARIOUS TYPES OF PROBLEMS WHICH CONFLICT WITH GOALS.

One way to categorize problems might be to separate those the child could solve alone from those with which he would need help. The teacher can

> ENCOURAGE PUPILS TO TRY OUT SOME SOLUTIONS TO PROBLEMS CONFLICTING WITH ONE OF HIS GOALS.

Solutions might be waiting, sharing, or asking help.

Sometimes, should problems be too great, the teacher may wish to

> SUGGEST THAT A GOAL BE RESET.

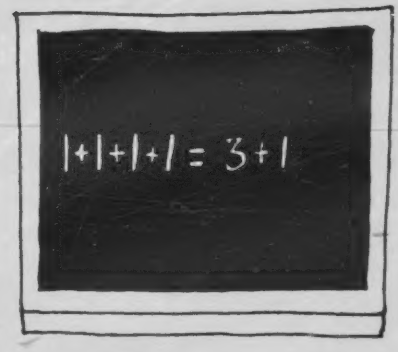
# Second Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

*An individual should consider alternative ways to reach a given goal.*



Understanding that there may be several ways to reach a goal, the teacher can

EXPAND PUPIL INFORMATION ABOUT DIFFERENT WAYS USED BY OTHERS IN REACHING A GOAL,

and

HELP PUPILS TO PREDICT PROBLEMS WHICH THEY EXPECT TO ENCOUNTER IN REACHING A SIMPLE INDIVIDUAL GOAL.

As an important variation of this same inquiry, the teacher may want to

INTEREST PUPILS IN PREDICTING PROBLEMS THEY EXPECT TO ENCOUNTER IN REACHING A SIMPLE GROUP GOAL.

To provide experience and practice, the teacher can

ENCOURAGE INDIVIDUALS AND GROUPS OF CHILDREN TO DISCOVER AND TRY OUT DIFFERENT WAYS TO REACH A GOAL.

# Third Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

*Decision making plays a role in the setting of immediate and long-range goals.*

**To** begin to relate decision making to the setting of goals, the teacher can

> DEVELOP THE IDEA OF SETTING A GOAL AS DECIDING WHAT TO DO.

The pupil may also need to appreciate different types of goals. The teacher can

> INCREASE PUPIL AWARENESS OF THE DISTINCTION BETWEEN IMMEDIATE, SHORT, AND LONG-RANGE GOALS.

To emphasize the value of planning, the teacher can

> FOCUS PUPIL AWARENESS UPON CONSEQUENCES OCCURRING WHEN ONE DOES NOT DECIDE ABOUT GOALS, OR MAKES NO PLANS.

It may also be helpful to

> HELP PUPILS ANALYZE SITUATIONS IN WHICH THEY HAVE BEEN UNABLE TO DECIDE ABOUT A GOAL.

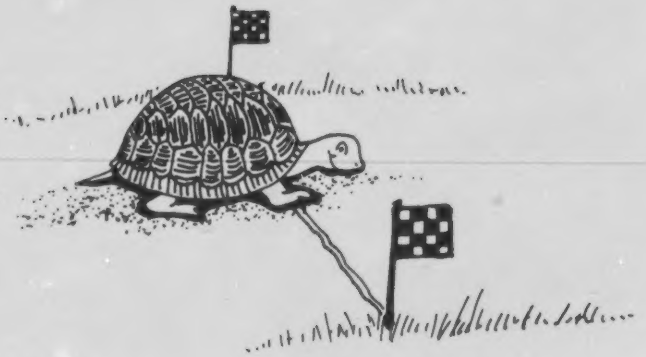
To round out opportunities for experiencing the subconcept, the teacher can

> ASSIST PUPILS IN USING DIFFERENT TYPES OF PLANNING FOR IMMEDIATE, SHORT, AND LONG-RANGE GOALS.

# Fourth Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.



SUBCONCEPT

*The decision-making process can be used to set priorities in developing personal goals.*

Setting priorities in goals is to decide which are the most important things we wish to do. But we usually decide upon goals within some sort of limit such as for the weekend, the vacation, or the year.

To make it possible to choose priorities, the teacher may

GUIDE EXPERIENCES IN WHICH PUPILS SET SEVERAL GOALS FOR A GIVEN BLOCK OF TIME.

Further, the teacher can

LEAD PUPILS TO CONSIDER DIFFERENCES IN IMPORTANCE OF VARIOUS GOALS FOR A GIVEN BLOCK OF TIME.

Because setting priorities in personal goals usually involves a value judgment, the teacher may

HELP PUPILS TO ISOLATE SOME VALUES WHICH WERE OPERATIVE IN DECIDING ABOUT GOAL PRIORITIES.

Also,

ENCOURAGE PUPILS TO EXAMINE WAYS OTHERS SET PRIORITIES IN PERSONAL GOALS.

# Fifth Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

*Setting goals can be enhanced by analyzing the decision-making processes.*

Our choice of goals is usually a decision based upon prior judgments about values and information. It is important for the teacher to

PROVIDE OPPORTUNITIES FOR PUPILS TO EXPRESS THEIR INDIVIDUAL VALUES;

ENCOURAGE CHILDREN TO DETERMINE HOW THEIR VALUES DEVELOP;

PROVIDE OPPORTUNITIES FOR PUPILS TO ANALYZE THE INFLUENCE OF THEIR OWN SETS OF VALUES UPON THEIR DECISION MAKING,

and

UPON THE DECISION MAKING OF OTHERS.

Along with values and often supporting them, information is an important component of decision making. The teacher can

ASSIST PUPILS IN GATHERING FACTUAL INFORMATION UPON WHICH A DECISION WAS BASED.

# Sixth Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

*The decision-making process can be used to determine one's preferences, at that point in time, between various job families.*

Before proceeding with this subconcept, the teacher might

ASSESS AND, IF NECESSARY, EXPAND PUPIL INFORMATION ABOUT JOB FAMILIES.

The best career choices are made when an individual is able to match his unique interests and aptitudes with a job. To develop this appreciation, the teacher can

BROADEN PUPIL UNDERSTANDING THAT DIFFERENT PEOPLE PREFER DIFFERENT TYPES OF WORK.

Also, the teacher can

BROADEN PUPIL UNDERSTANDING OF PERSONAL VALUES WHICH MAY BE OPERATIVE IN DECIDING BETWEEN JOB FAMILIES.

To stimulate interest and provide practice, the teacher may

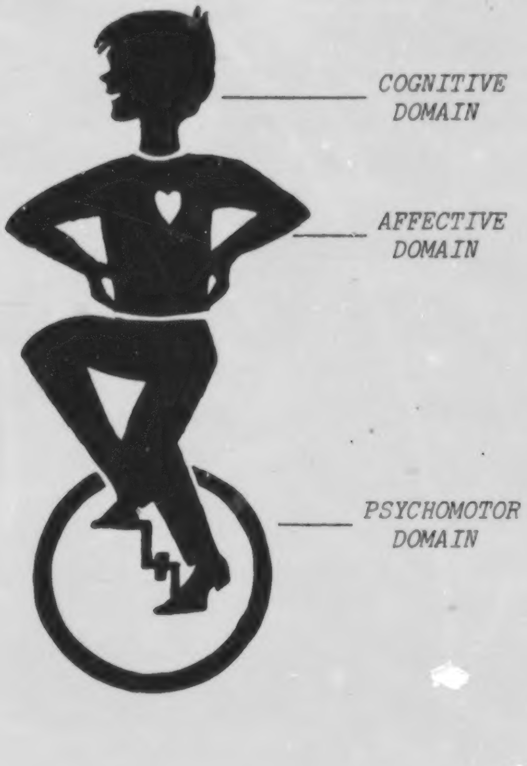
STRUCTURE AN EXPERIENCE GIVING PUPILS A CHANCE TO DISCOVER THEIR PRESENT PREFERENCES AMONG THE JOB FAMILIES.

# PUPIL PERFORMANCE OBJECTIVES/DECISION MAKING

## Introduction

MAJOR CONCEPT: Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

The pupil performance objectives for this dimension framework on Decision Making are formulated largely from the standpoint of the relationship of decisions to consciously sought goals. In addition, as introduced at the fifth experience level, analysis of the decision-making process itself is encouraged. Decision making, in this perspective, is treated both as a means to an end and as a method for defining ends.



As children deal with such ideas as goal conflicts, alternative means, priorities, and personal preferences, it is important for the teacher to provide a functional combination of direction and acceptance. The nature of a child's goals are of special concern and need to be treated with respect. Such considerations for children's expressions of values offer a splendid opportunity for object lessons in courtesy and tolerance for the desires and feelings of others.

Remember that each experience level introduces objectives dealing with a new subconcept, but that objectives from previous levels can and should be utilized as practicable.

# Readiness Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

*An individual should recognize what "a goal" is and learn how to set one's own goals.*

In the , the student will be able to

. . . describe how the rules of a particular game lead to its object.

. . . identify a goal sought by a character in a story, or in a film.

. . . tell a possible goal for each of a specified number of familiar workers.

. . . identify at least three types of goals in daily activities at school.

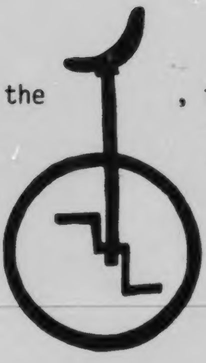
. . . define a particular classroom activity as a goal for the day; for the week.

In the , the student will be able to

. . . propose the order in which he will carry out a given set of activities.

. . . make up a short story which leads to a conclusion given by the teacher.

. . . choose an activity as one's own goal for a specified period of time.

In the , the student will be able to

. . . solve a simple maze or dot-connecting puzzle.

. . . set and reach at least two different goals involving simple physical exercises.

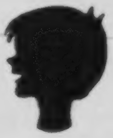
# First Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

*Problems which conflict with one's goals can be identified and assessed.*

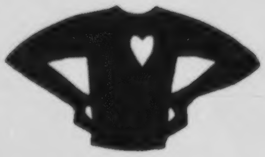
In the , the student will be able to

. . . identify a goal-obstructing problem confronting a character in a story or film.

. . . describe the behavior of a person playing a game as a deliberate effort to keep someone else from reaching a goal.

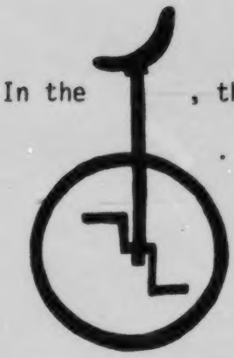
. . . differentiate between a goal-obstructing problem that can be overcome and one that cannot.

. . . distinguish a simple from a complex goal-obstructing problem.

In the , the student will be able to

. . . explain how a lack of information on his own part is (or was) an obstruction to a particular goal.

. . . explain how a lack of physical skill or strength of his own is (or was) an obstruction to a particular goal.

In the , the student will be able to

. . . construct a simple obstacle course
for a classmate, or a pet, to solve.

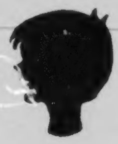
# Second Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

*An individual should consider alternative ways to reach a given goal.*

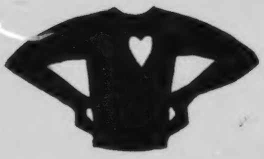
In the , the student will be able to

. . . predict at least two alternative courses that a character in a story might take to reach a goal.

. . . identify at least two different ways to do a certain academic task.

. . . point out at least two different ways to carry out a particular school activity.

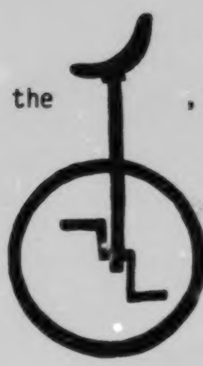
. . . apply the idea of alternative routes between two locations on a road map, globe, etc.

In the , the student will be able to

. . . describe at least two different ways he tried to reach one particular goal.

. . . experiment with changing the rules of a game.

. . . discuss possible difficulties that may arise in carrying out a particular group activity.

In the , the student will be able to

. . . design a maze, on paper or in three-dimensional form, which has more than one successful route.

. . . practice a particular routine behavior of one's own in a different sequence than usual.

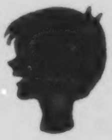
# Third Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

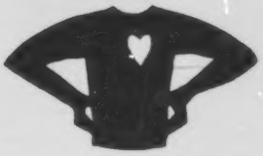
*Decision making plays a role in the setting of immediate and long-range goals.*

In the , the student will be able to

. . . explain the consequences from lack of plans regarding a particular goal.

. . . identify a key decision which set a career goal in the life of a famous person.

. . . appraise a situation in the community (or nation, etc.) in which setting a goal is especially difficult.

In the , the student will be able to

. . . relate at least two decisions to the establishment of a personal goal.

. . . cooperate with a group in reaching a decision which establishes a common goal.

. . . plan necessary steps to acquire a particular physical, or academic, skill by a certain time.

. . . plan specific activities one wants to do the following weekend; or, the following summer.

. . . describe orally, or in writing, one's present career preferences and the reason for them.

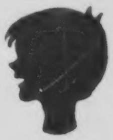
# Fourth Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

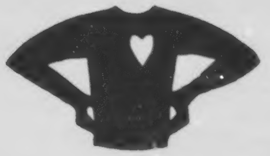
*The decision-making process can be used to set priorities in developing personal goals.*

In the , the student will be able to

. . . describe how the priorities of at least two classmates differ from and are similar to each other.

. . . describe the apparent rank order of priorities as exhibited by the behavior of animals; or, by very young children.

. . . identify preferences as embodied by fictional, or historical, characters.

In the , the student will be able to

. . . state a personal goal that has changed because certain of one's preferences have changed.

. . . analyze certain achievements of historical figures, or fictional characters, and rank order them according to which would give oneself the greatest satisfaction.

. . . explain how at least two of his preferences are influenced by his physical surroundings.

. . . explain how at least two of his preferences are influenced by his peer group.

In the , the student will be able to

. . . create a set of attribute blocks, or pictures, etc., which can be used to demonstrate preferences.

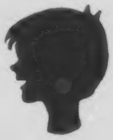
# Fifth Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

*Setting goals can be enhanced by analyzing decision-making processes.*

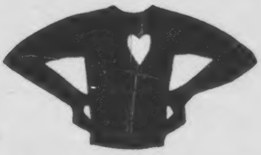
In the , the student will be able to

. . . list in writing the pertinent factual data upon which a decision made by the class is based.

. . . analyze the assumptions of values upon which a decision of another individual or of a group is based.

. . . identify at least two specific values upon which a decision of another individual or of a group is based.

. . . cite an example, from reading or experience, of a decision or conclusion based upon an unidentified value or fact.

In the , the student will be able to

. . . list the pertinent factual data upon which a particular decision of his own is based.

. . . analyze assumptions of values upon which a particular decision of his own is based.

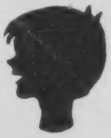
# Sixth Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

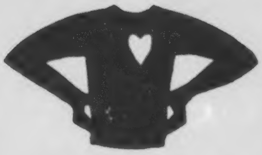
*The decision-making process can be used to determine one's preferences, at that point in time, between various job families.*

In the , the student will be able to

. . . match the differences and similarities in physical and/or the other kinds of requirements between two job families.

. . . identify the preferences which affected the occupational choice of a famous person.

. . . name a particular ability or qualification applying to two or more job families which would expand decision-making possibilities.

In the , the student will be able to

. . . rank order a set of job families according to at least two personal preferences.

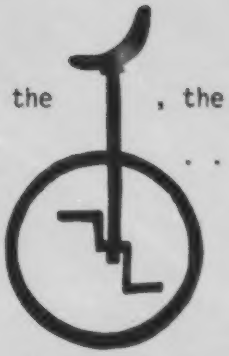
. . . divide a given number of job families into lists that are and are not in keeping with his stated values.

. . . explain why a particular job family appeals, or does not appeal, to oneself.

. . . identify possible bases for certain of his own values in interests, knowledges, skills, etc.

. . . give an example of decision strategy as drawing a conclusion from a set of values and information.

. . . discuss how different sets of values may lead to different conclusions.

In the , the student will be able to

. . . use an overtly methodical approach in putting a jigsaw puzzle together.

- . . . compare his present preference, or lack of preference, for a particular job family with his feelings about it last year; two years ago; three years ago, etc.
- . . . discuss how job preferences within the next ten years may be influenced by personal or environmental changes.

# Lifestyle

Major Concept

WORK AFFECTS AN INDIVIDUAL'S WAY OF LIFE, IN THAT A PERSON IS A SOCIAL BEING, AN ECONOMIC BEING, A FAMILY BEING, A LEISURE BEING, AND A MORAL BEING.

Enrichment of
Teacher and Counselor
Competencies
in
Career
Education
K-6

# Introduction to Lifestyle Dimension

Major Concept

WORK AFFECTS AN INDIVIDUAL'S WAY OF LIFE, IN THAT A PERSON IS A SOCIAL BEING, AN ECONOMIC BEING, A FAMILY BEING, A LEISURE BEING, AND A MORAL BEING.

A person's lifestyle involves the application of one's total self to the conditions of living. The self develops through a continuous interaction of the natural process of maturation with the various influences of the human and physical environment. These aspects of self development are treated in the three dimension frameworks in the Self Development Dimension as well as being an integral part of the present dimension framework.

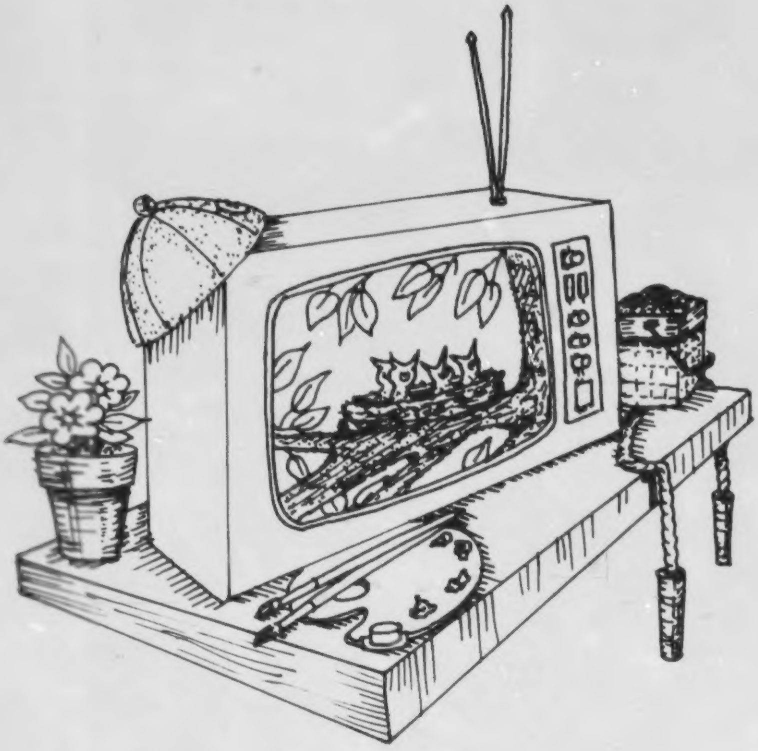
The subconcepts of the Lifestyle Dimension begin with the broad ideas of the fact that people work and that they have diverse reasons for doing so. A pattern follows which relates occupational considerations to the interdependence of family life, social interaction, principles of morality, economic aspects of life, and use of leisure time.

The idea that lifestyles differ is acknowledged as a normal condition of any community. Lifestyle is largely a self-determined pattern based upon one's own interests, tastes, feelings, and needs, with a proper respect for interests, tastes, feelings, and needs of others. The present dimension framework offers opportunities for individuals to clarify such perspectives for themselves and perhaps for each other. No implications for "better" or "worse" are intended.

# Lifestyle

**Major Concept**

WORK AFFECTS AN INDIVIDUAL'S WAY OF LIFE, IN THAT A PERSON IS A SOCIAL BEING, AN ECONOMIC BEING, A FAMILY BEING, A LEISURE BEING, AND A MORAL BEING.



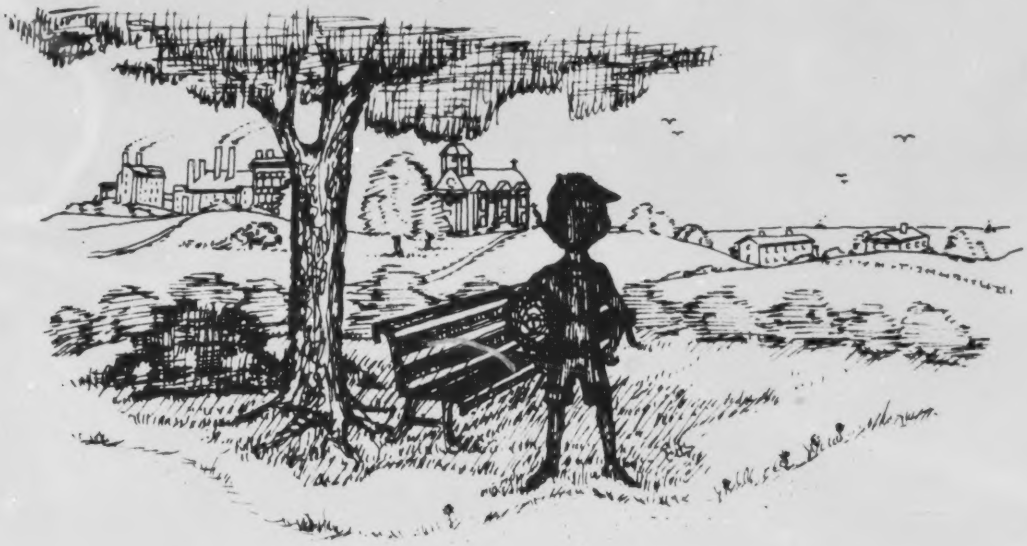
# Introduction

The Lifestyle Dimension stresses that work affects an individual's way of life, in that a person is many different beings--a social being, an economic being, a family being, a leisure being, and a moral being.

The major concept, through its subconcepts, helps an individual to realize that each person has preferred methods of meeting and dealing with daily situations, role preferences, tastes, interests, needs, etc., and lifestyle is determined by the interrelationship of all of these factors. It is not the intent to place judgments, but rather to develop an appreciation for others and recognition of many different lifestyles.

The developmental sequence of the subconcepts in this dimension framework leads the pupil to recognize the importance of developing an appreciation of the various characteristics, human and material, of different lifestyles. Through such recognition and appreciation, we can help to eliminate destructive prejudices against those who are different from ourselves. Additionally, when an individual becomes aware of his own needs, interests, tastes, and preferences, he then becomes aware of his own lifestyle, his individual manner, and his motivations.

Every young person, as well as adult, has a lifestyle of his own. As stated by Arbuckle, it is important to remember that "The only



real life that (a child) can know is the life he lives. In all the rest there must be an element of fantasy and dreaming." The responsibility must be taken to help the child to "do the best he can in living the life he is living."[1]

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[1] Arbuckle, Dugald S. "Occupational Information in the Elementary School." Guidance Services in the Elementary School, James C. Hansen, Ed. Washington, D.C.: American Personnel and Guidance Association, 1971, p. 170.

*Most people work and*
*there are many reasons*
*why people work.*

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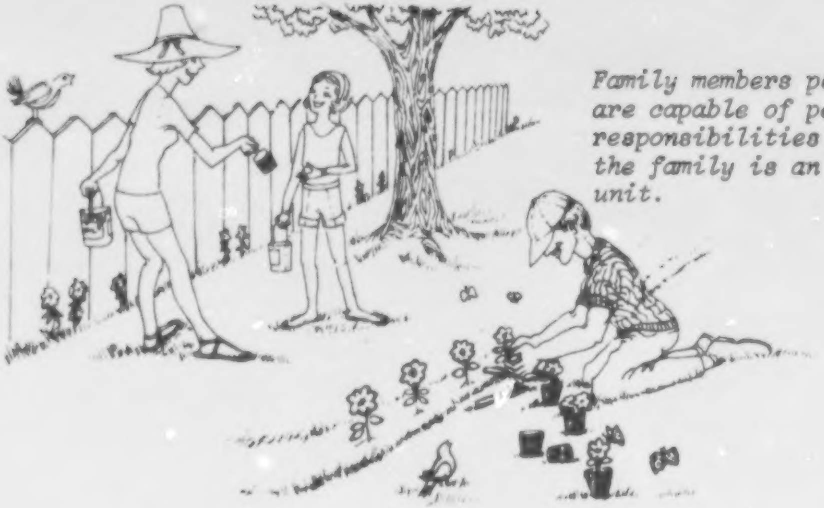
Readiness Level

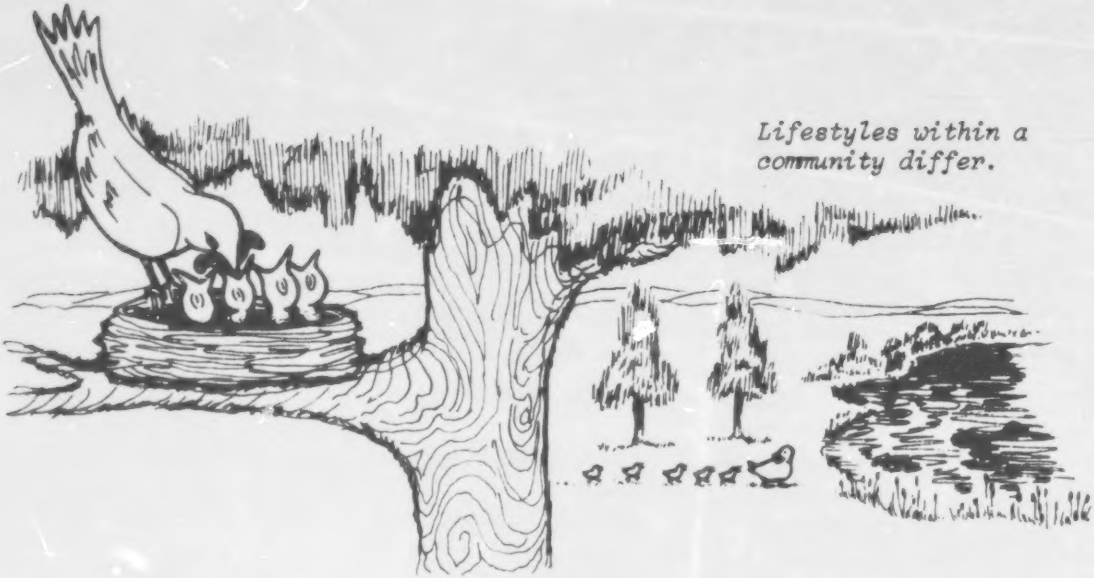
Most people work and there are many reasons why people work.



*Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.*

Most people work and there are many reasons why people work.

Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.



*Lifestyles within a community differ.*

# Second Experience Level

Most people work and there are many reasons why people work.

Lifestyles within a community differ.

Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.

*Relationships exist between a person's occupation and the people with whom a person tends to associate.*

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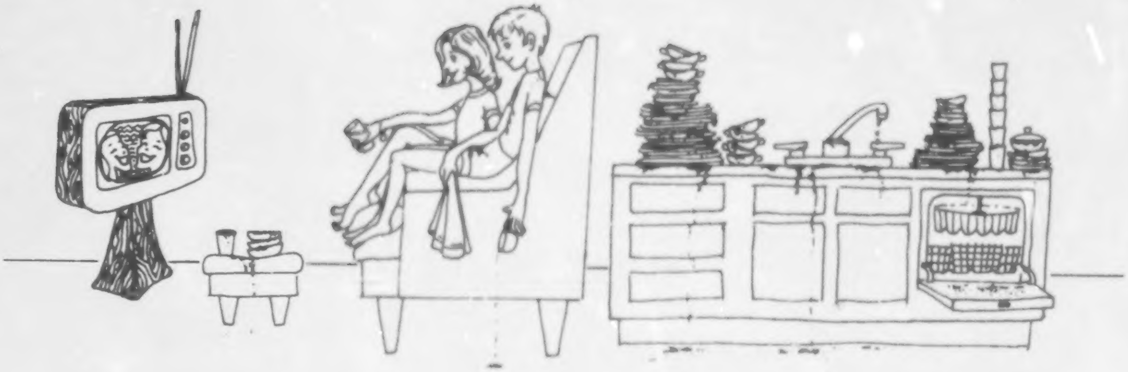
## Third Experience Level

Most people work and there are many reasons why people work.

Lifestyles with a community differ.

Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.

Relationships exist between a person's occupation and the people with whom a person tends to associate.



*Moral principles are an integral part of one's work life.*

# Fourth Experience Level

Most people work and there are many reasons why people work.

Relationships exist between a person's occupation and the people with whom a person tends to associate.

Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.

Moral principles are an integral part of one's work life.

Lifestyles within a community differ.

*Relationships exist between desired lifestyles and career monetary rewards.*

## Fifth Experience Level

Most people work and there are many reasons why people work.

Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.

Lifestyles within a community differ.

Relationships exist between a person's occupation and the people with whom a person tends to associate.

Moral principles are an integral part of one's work life.

Relationships exist between desired lifestyles and career monetary rewards.

*Leisure-time activities and interests may lead to a career, and one's career may, in turn, affect the amount and use of leisure time.*

# Sixth Experience Level

# TEACHER GOALS/LIFESTYLE

## Introduction

MAJOR CONCEPT: Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

Teacher goals are offered to suggest directions in which the teacher might proceed to set up learning environments to promote the children's realization of the subconcepts. Teacher goals will be more generally stated than pupil performance objectives.

As we are aware that an individual's work affects his social, economic, family, leisure, and moral being, the teacher challenge in this dimension framework is to develop in each pupil a personal interest and understanding of these interrelationships.

As soon as a child becomes aware that lifestyles differ he is likely to pass judgment. Such judgment tends to lead to destructive prejudices. The purpose of this developmental sequence of subconcepts is to avoid this judgment by building pupil appreciation of the material and human characteristics of different lifestyles and of the influence of career choice upon them.

In summary, teacher goals over the experience levels shall be:

1. To encourage pupils to describe the social, economic, family, moral, leisure, and career components of lifestyle.
2. To enhance pupil appreciation of differences in lifestyles.
3. To guide experiences in which pupils may explore and simulate career roles as they influence various components of lifestyle.

# Readiness Level

### MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

### SUBCONCEPT

*Most people work and there are many reasons why people work.*

A simple definition of work is needed. The teacher may want to discuss what the children think of as work and then

> EXPAND PUPIL UNDERSTANDING OF THE MEANING OF WORK AS ANYTHING SPECIAL A PERSON DOES.

A small child's work can be the same as his play. The work of someone who has been ill may be to get better. Work need not be "hard". The teacher may wish to

> EMPHASIZE THAT EVERYONE, YOUNG AND OLD, WORKS WITH BODY OR MIND OR BOTH.

Since workers are our daily helpers in many ways, the teacher can

> GIVE PUPILS AN OPPORTUNITY TO DISCOVER THE VARIETY OF REASONS WHY DIFFERENT PEOPLE WORK.

Besides being a way to earn money, the work of adults produces goods and services which we all enjoy. The teacher can

> INCREASE PUPIL AWARENESS OF REASONS WHY THEY THEMSELVES WORK.

Pupils may understand "to make things", "to help", or "to grow up" as reasons for their work.

# First Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

*Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.*

Drawing upon each pupil's intimate family experience, the teacher can

> BROADEN PUPIL UNDERSTANDING OF THE WORK PERFORMED BY MEMBERS OF THEIR OWN FAMILIES, PARENTS, CHILDREN, AND RELATIVES, LIVING OR DEAD.

Different types of work will be represented by the class families. An enrichment would be to

> HELP THE CHILD TO DESCRIBE THE WORK OF THE FAMILY WAGE EARNERS.

Families get along by cooperating together, each making a special contribution. A teacher goal is to

> DEVELOP PUPIL APPRECIATION OF FAMILY NEEDS AND HOW THESE ARE MET WHEN FAMILY MEMBERS SHARE THE WORK.

Further, the teacher can

> GIVE PUPILS AN OPPORTUNITY TO SIMULATE FAMILY ROLES AND EXPLORE THE INTERDEPENDENCE OF THESE ROLES.

If the teacher can provide a simulation experience, an easy corollary would be to

> LEAD THE CHILD TO UNDERSTAND THE INFLUENCE OF THE WORK OF THE WAGE EARNERS UPON OTHERS IN THE FAMILY IN SUCH TERMS AS TIME, CONVENIENCE, MONEY, INTERESTS, AND OPPORTUNITIES.

Since this is the category which will include most children, it is important to

> INCREASE THE CHILD'S APPRECIATION OF THE WORK OF FAMILY MEMBERS WHO MAY NOT EARN A WAGE.

# Second Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

*Lifestyles within a community differ.*

So that pupils can describe their own lifestyle, the teacher may need to

> ELICIT AND FOCUS PUPIL INFORMATION ABOUT THE COMPONENTS OF THEIR OWN LIFESTYLES IN SUCH TERMS AS FOOD, CLOTHING, HOUSING, ASSOCIATES, RECREATION, AND MOBILITY.

The teacher can use his own lifestyle as a model, either like or unlike the pupils', and

> ENCOURAGE PUPILS TO DESCRIBE LIFESTYLES WHICH DIFFER FROM THEIR OWN.
>
> Examples might be taken from housing types--house, trailer, apartment; from locale--city, suburbs, small town, rural; from age groups in their neighborhoods--young families, families with teenagers, elderly persons.

Ideally, the teacher will be able to

> OFFER PUPILS OPPORTUNITIES TO EXPLORE AND SIMULATE DIFFERENT LIFESTYLES.

# Third Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

*Relationships exist between a person's occupation and the people with whom a person tends to associate.*

Most of us can remember a special task which made it possible for us to meet new people. The teacher may

> HELP PUPILS TO IDENTIFY SITUATIONS IN WHICH THEIR WORK HAS LED THEM TO MEET SPECIAL PEOPLE.

Since new friends often show a person new things to do, the teacher may

> HELP PUPILS IDENTIFY SITUATIONS IN WHICH ASSOCIATES HAVE LED THEM TO A SPECIAL KIND OF WORK.

Sometimes an interesting task means a good time together. Also, a helpful co-worker can make a dull or hard job seem easy. The teacher may want to

> OFFER PUPILS AN OPPORTUNITY TO ASSESS THE INTERRELATIONSHIP BETWEEN AN INDIVIDUAL'S ASSOCIATES AND HIS WORK.

To illustrate the concept, the teacher can

> STRUCTURE AN EXPERIENCE IN WHICH A PUPIL'S WORK MAY LEAD HIM TO MEET SPECIAL PEOPLE.

# Fourth Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

*Moral principles are an integral part of one's work life.*

Nine-year olds may NOT have ever considered their "morals". They may assent to certain things being wrong such as cheating, lying, stealing, or killing. The teacher should

DEVELOP POSITIVE PUPIL UNDERSTANDING OF MORALS AS OUR IDEAS OF WHAT IS RIGHT, FAIR, AND HONEST.

The teacher should

INCREASE PUPIL APPRECIATION OF MORALS AS BASES FOR ACTION.

The teacher may

GUIDE PUPIL INVESTIGATION OF HOW SOCIETY PRODUCES AND DEPENDS UPON MORAL PRINCIPLES.

The teacher may

ENHANCE PUPIL AWARENESS OF MORALS WHICH ARE OPERATIVE IN THE CLASSROOM.

The morals which a worker brings to a job influence that job. Sometimes a worker is refused for moral reasons. Certain religious groups do not shoot guns in wars. The teacher may

STIMULATE PUPIL INTEREST IN THE INFLUENCE OF AN INDIVIDUAL'S MORALS UPON HIS WORK.

The teacher may wish to

PRIVATELY REFLECT UPON PERSONAL MORALS WHICH THE TEACHER EXPRESSES AND EXEMPLIFIES FOR THE PUPILS.

# Fifth Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

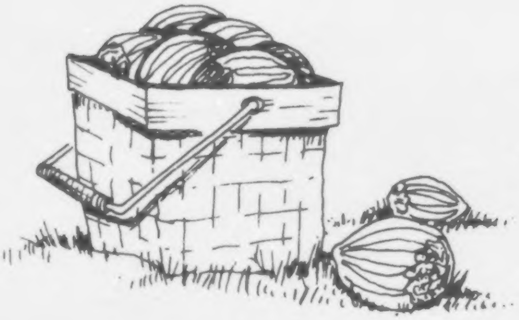
*Relationships exist between desired lifestyles and career monetary rewards*

Glamorous lifestyles are usually widely publicized and quite attractive. But big houses, big cars, expensive clothing, and jet travel cost a great deal. The teacher should

> GUIDE PUPIL UNDERSTANDING OF THE RELATIONSHIP BETWEEN CAREER MONETARY REWARDS AND THE FEASIBILITY OF A LIFESTYLE.

The teacher will want to

> ENHANCE PUPIL APPRECIATION OF ATTRACTIVE CHARACTERISTICS OF LIFESTYLE WHICH DO NOT DEPEND UPON INCOME.



Pupils may already have experienced a change in lifestyle resulting from job changes of the family wage earners. The teacher can

> STRUCTURE AN EXPERIENCE WHICH WOULD GIVE PUPILS A CHANCE TO PREDICT AND ASSESS LIFESTYLE CHANGES LIKELY TO RESULT FROM A CHANGE IN INCOME FROM LARGE TO SMALL AND FROM SMALL TO LARGE.

# Sixth Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

*Leisure-time activities and interests may lead to a career, and one's career may, in turn, affect the amount and use of leisure time.*

Most people increase their knowledge and skill with hobbies or leisure-time activities which they can choose to do fairly often. The teacher can

> FOCUS PUPIL ATTENTION UPON THE DIFFERENCE BETWEEN TEMPORARY VERSUS CONTINUING LEISURE-TIME ACTIVITIES.

There may be several interesting examples which the teacher could use to

> STIMULATE PUPIL INTEREST IN LEISURE-TIME ACTIVITIES OF OTHERS WHICH LED TO A CAREER.

Another informative way to keep pupil interest high would be to

> PROVIDE AN OPPORTUNITY FOR PUPILS TO EXAMINE DIFFERENT LEISURE-TIME ACTIVITIES CHOSEN BY CLASSMATES.

Some jobs are more time-consuming than others. The teacher should

INCREASE PUPIL INFORMATION ABOUT CAREERS LIKELY TO OFFER MUCH LEISURE TIME AND THOSE LIKELY TO OFFER LITTLE.

Also helpful would be to

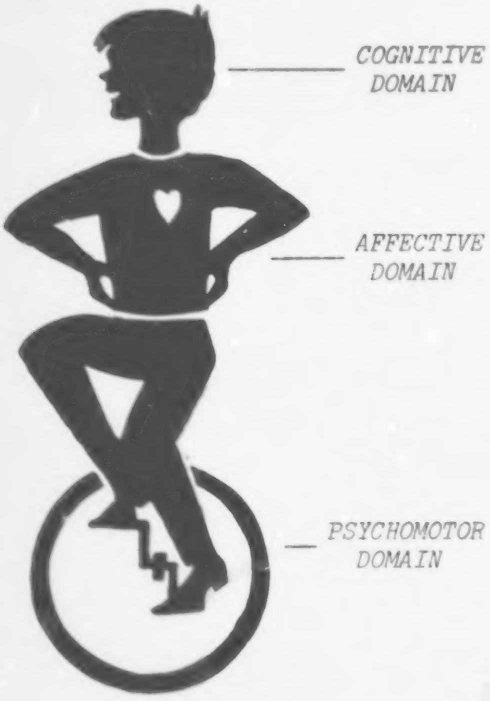
TAKE FIRST STEPS IN CONSIDERING PERSONAL FREEDOM AND WHAT IT MEANS IN CAREER AND IN LEISURE TIME.

# PUPIL PERFORMANCE OBJECTIVES / LIFESTYLE

## Introduction

MAJOR CONCEPT: Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

The pupil performance objectives for this Lifestyle Dimension framework provide a pattern which includes several facets of a person's individuality. The subconcepts offer a series of challenges for dealing constructively with ideas that might otherwise be considered controversial or even taboo. An individual's lifestyle is a very personal thing, and such notions as tastes, preferences, or inclinations need to be provided with a matter-of-fact atmosphere that accords them the dignity and acceptance they deserve.



The teacher will do well to anticipate possible "trouble spots" in this dimension. For example, family income and its many implications could possibly be a source of embarrassment or an impetus for snobbery, socialization among peer cliques or adult groups might have unpleasant connotations, and various definitions of "morality" will probably be implicit in children's comments and behavior. Such topics can also offer opportunities for helping children develop some degree of empathy, tolerance, and mutual appreciation. Morality, socialization, money, opinions, and emotions are obvious and normal facts of life. They are more likely to be positive aspects of an individual's being and perspective if treated with intelligent acknowledgement.

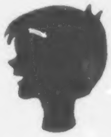
# Readiness Level

MAJOR CONCEPT

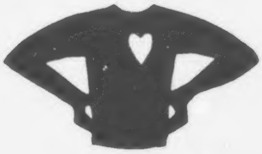
Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

*Most people work and there are many reasons why people work.*

In the , the student will be able to

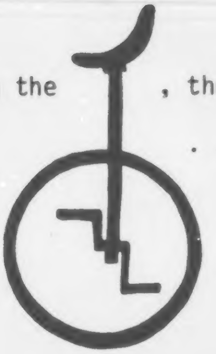
- . . . name at least two ways people earn their living.
- . . . relate at least two specific tasks to the satisfaction of basic needs.
- . . . state the difference between an assigned task and an assumed task.
- . . . identify at least two ways classmates might help each other.

In the , the student will be able to

- . . . explain why he would choose one school activity rather than another.
- . . . identify one's own abilities as reasons for choosing a particular classroom task.
- . . . identify one's own interests as reasons for choosing a particular classroom task.

. . . describe how it feels to be tired of a task, and what might be done about the feeling.

. . . discuss why people might choose the work they do.

In the , the student will be able to

. . . demonstrate how to get ready to carry out a particular classroom task.

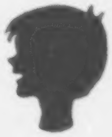
# First Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

*Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.*

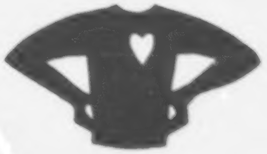
In the , the student will be able to

. . . tell which members of the family could use each of a given number of household utensils for their usual purposes.

. . . explain how each of a number of household tasks is important to the family.

. . . explain what talents or skills are required for a certain number of tasks for the home.

. . . name the occupations of wage earners in one's own family.

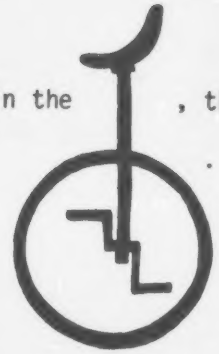
In the , the student will be able to

. . . identify tasks for which he is responsible at home.

. . . state how the completion of a particular home task affects members of the family.

. . . describe how a specific change of occupations did, or could, affect the members of a worker's family.

. . . report on particular occupational tasks performed by the wage earners of the family and how they relate to the home situation.

In the , the student will be able to

. . . demonstrate the uses of a given number of household utensils.

# Second Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

*Lifestyles within a community differ.*

In the , the student will be able to

. . . classify types of recreational activities available in the community.

. . . describe different kinds of housing in the community.

. . . compile lists of products and services available locally, organized according to specific categories.

. . . describe at least two lifestyles in the community in terms of things owned and activities experienced.

. . . identify the condition and behaviors of a character or family in a story or film as an example of lifestyle.

In the , the student will be able to

. . . analyze the contents of television advertising with regard to the wants, needs, and values of the intended audience.

. . . identify possible alternative occupations for the wage earners of one's family from a given list of job descriptions.

. . . cooperate with a classmate in presenting descriptions of their respective families' preferences in group recreation.

. . . discuss the idea of lifestyle in terms of wants, needs, and resources.

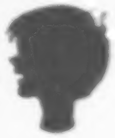
# Third Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

*Relationships exist between a person's occupation and the people with whom a person tends to associate.*

In the , the student will be able to

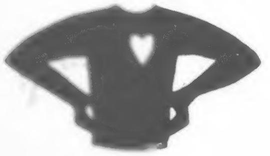
. . . classify a particular number of occupations according to the amount of interpersonal activity that may be expected.

. . . gather data about social contacts between people who work together.

. . . name at least two occupations in which a person would work alone most of the time.

. . . name at least two occupations in which a person would often be meeting new people.

. . . identify at least one local social or recreational group whose membership is based upon occupational affiliation.

In the , the student will be able to

. . . identify a number of classmates who have some interests similar to his own, and who have some interests unlike his own.

. . . analyze his own considerations of the needs and interests of others.

. . . discuss the importance of being able to work with people of diverse interests and personalities.

. . . identify peers who are of help to him in particular situations.

. . . relate an instance in which a friend influenced his participation in an activity.

. . . classify one's regular playmates as originating from school or from non-school acquaintances.

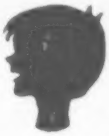
# Fourth Experience Level

MAJOR CONCEPT

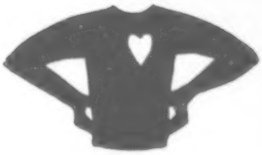
Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

*Moral principles are an integral part of one's work life.*

In the , the student will be able to

- . . . analyze at least two possible courses of action when someone makes a mistake or fails to perform duties properly.
- . . . locate moral principles embodied by historical, or fictional, characters.
- . . . identify orally, or in writing, at least three terms which indicate specific moral considerations.
- . . . state at least one commonly acknowledged moral maxim.

In the , the student will be able to

- . . . determine how one's own feelings of right and wrong affect his attitudes and performance while working at a specific task.
- . . . explain how certain work conditions conflict with one's feelings of right and wrong.

. . . compare one's own feelings of right and wrong with those of peers, characters in stories, etc.

. . . describe the bases for the validity of one's own moral principles.

. . . discuss how ideas of right and wrong may change according to time or place.

. . . discuss possible differences between ideas of right and wrong which change and those which do not.

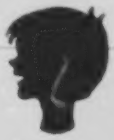
# Sixth Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

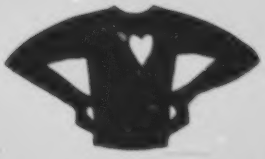
*Leisure-time activities and interests may lead to a career and one's career may, in turn, affect the amount and use of leisure time.*

In the , the student will be able to

. . . classify a specified number of occupations according to skills which may relate to leisure-time activities.

. . . describe how particular leisure-time interests may lead to occupational considerations.

. . . classify a specified number of occupations according to specific time requirements, with implications for amounts of leisure time.

In the , the student will be able to

. . . report about a hobby to the class, and explain how aptitudes for it may be of help in thinking about a career.

. . . relate one's own out-of-school interests to school work.

. . . describe how certain school activities helped to develop or to enhance an outside interest.

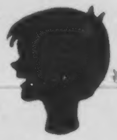
# Fifth Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

*Relationships exist between desired lifestyles and career monetary rewards.*

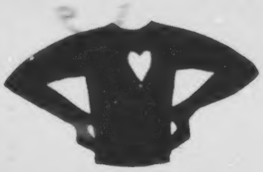
In the , the student will be able to

. . . identify conditions of family well-being and their relationship to wages earned.

. . . classify a specified number of occupations according to expectations for monetary gain.

. . . compare the modern ideas of wants, needs, and luxuries with those of earlier times.

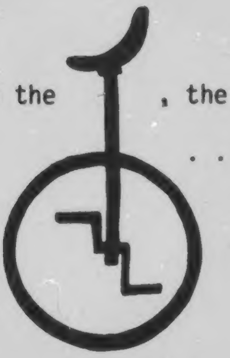
. . . compare the ideas of wants, needs, and luxuries in the local community with those of people in other parts of the world.

In the , the student will be able to

. . . relate the idea of purchasing power to one's own values and needs.

. . . describe at least two possible life-styles that could be maintained within a given income.

. . . discuss how needs may be met differently within two or more different incomes.

In the , the student will be able to

. . . demonstrate skills related to a hobby or other out-of-school interest.

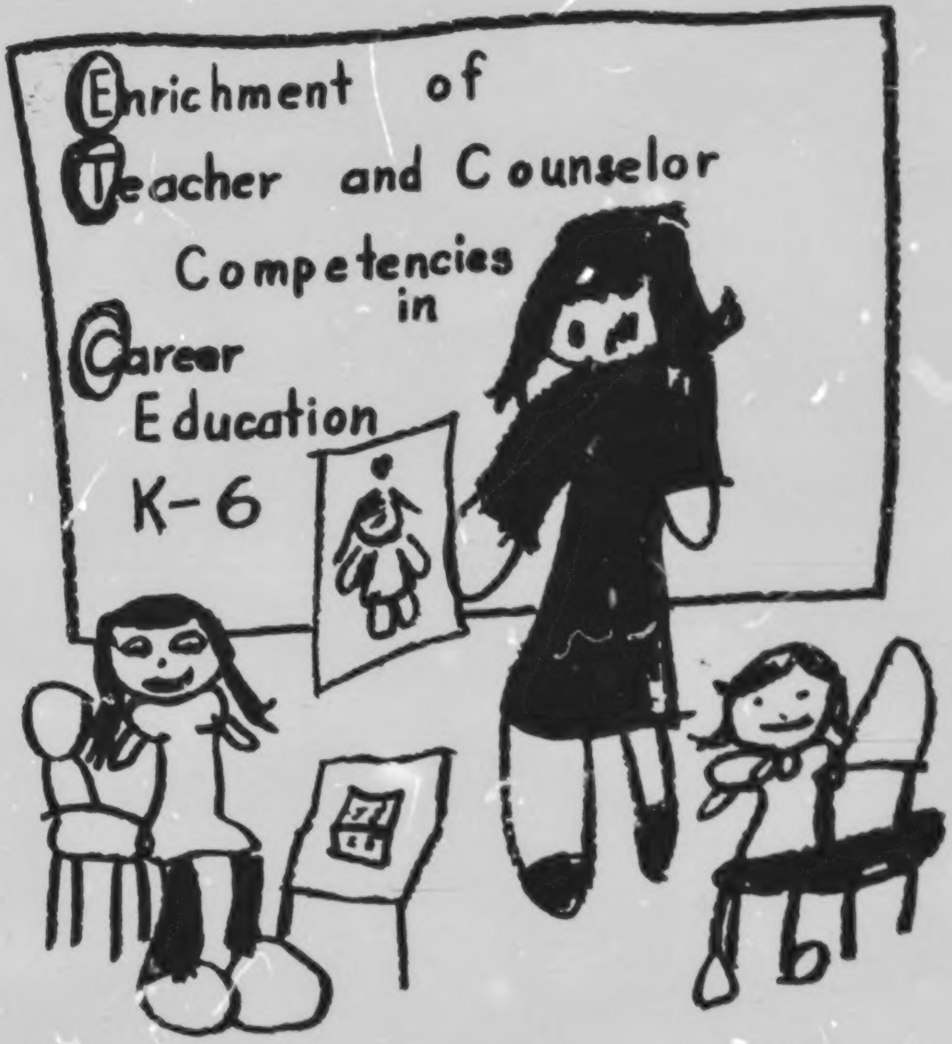
# Self Development

Major Concepts

AN UNDERSTANDING AND ACCEPTANCE OF SELF IS IMPORTANT.

SOCIAL, ECONOMIC, EDUCATIONAL, AND CULTURAL FORCES INFLUENCE SELF DEVELOPMENT.

INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, VALUES, AND ACHIEVEMENTS.


Enrichment of
Teacher and Counselor
Competencies
in
Career
Education
K-6
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# Introduction to Self Development Dimension

Major Concepts

AN UNDERSTANDING AND ACCEPTANCE OF SELF IS IMPORTANT.

SOCIAL, ECONOMIC, EDUCATIONAL, AND CULTURAL FORCES INFLUENCE SELF DEVELOPMENT.

INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, VALUES, AND ACHIEVEMENTS.

The three major concepts in the Self Development Dimension provide three perspectives on the growth of the individual person.

The first of these considers the individual largely from what might be called an internal view. Physical, social, and emotional development provide one with his own unique being, and, as various roles are experienced and as interests and competencies acquire increasing significance, he begins to relate his self awareness to the possibilities of eventual career preferences.

In the second sense, the self is studied more from the standpoint of the effects resulting from external forces. For this purpose, four influences are identified--social, economic, educational, and cultural. Each of these is considered individually under a single subconcept, and also as actively interrelated with each other as parts of the total environment. Change is acknowledged as a natural condition in both the environment and the self.

Thirdly, the study of self concentrates upon the differences among individuals. These differences are divided into the areas of interests, aptitudes, values, and achievements, and are treated both separately and as mutual concerns. As far as possible, the context for these ideas is their relationship to the individual's performances of tasks and activities with eventual consideration given in the direction of possible occupational preferences.

Wherever the teacher may be operating within the Self Development Dimension, the opportunity for encouraging healthful attitudes toward oneself and others is always present. Acknowledgement and acceptance of differences is as essential to the human condition as is the enjoyment and familiarity of characteristics held in common.

# Self Development

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Major Concept

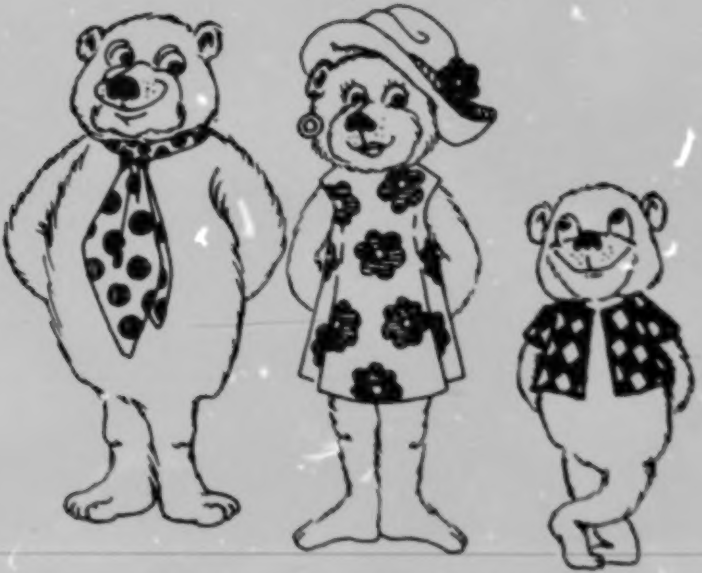
AN UNDERSTANDING AND ACCEPTANCE OF SELF IS IMPORTANT.

# Introduction

An intelligent choice of an eventual program of career orientation and preparation rests upon two basic conditions: (1) a broad acquaintance with both general and specific expectations offered by the world of work; and, (2) an active awareness and control of one's own total being. Thus, an individual's knowledge of and attitude toward himself are of paramount importance for his emerging preferences regarding possible career choices. This dimension framework is concerned with the development of self-understanding and acceptance.

The subconcepts consider the individual's growth physically, intellectually, emotionally, and socially. Through the fifth experience level, the ideas of maturation and increasing awareness are treated without particular career context. At the sixth experience level, self-knowledge and acceptance are related to career preferences.

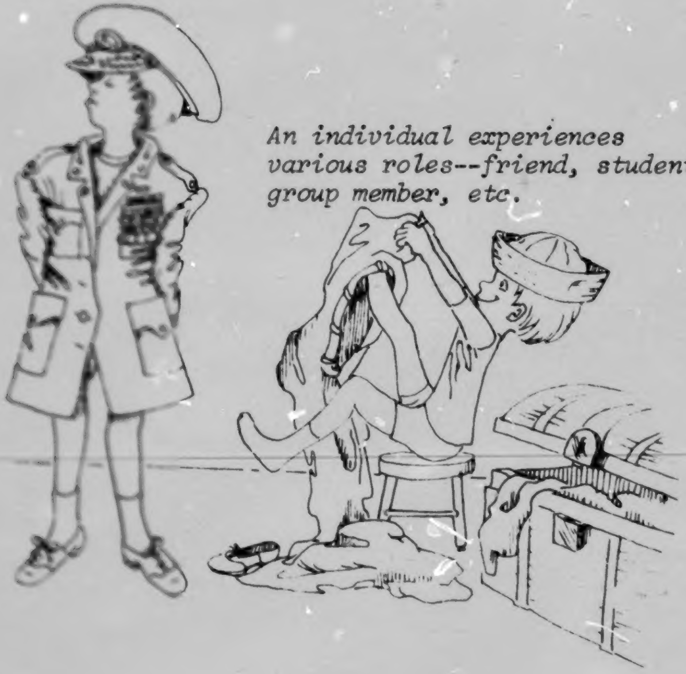
Two other major concepts are contained in the Self Development Dimension. One of these involves the diverse environmental forces which affect personal growth, and the other deals with the differences which exist among individuals. Each of these other major concepts is treated in a separate dimension framework.



*Awareness of oneself within the context of the family structure is important.*

Readiness Level

Awareness of oneself within the context of the family structure is important.

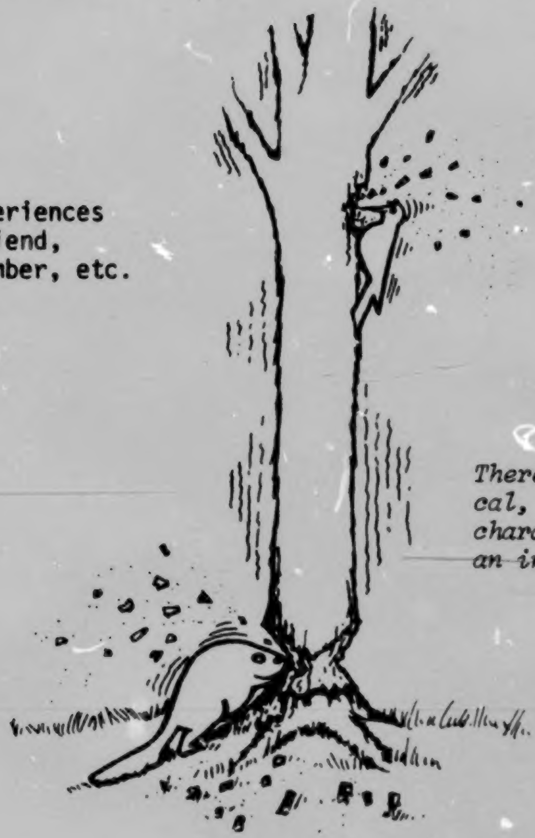


*An individual experiences various roles--friend, student, group member, etc.*

First Experience Level

Awareness of oneself within the context of the family structure is important.

An individual experiences various roles--friend, student, group member, etc.



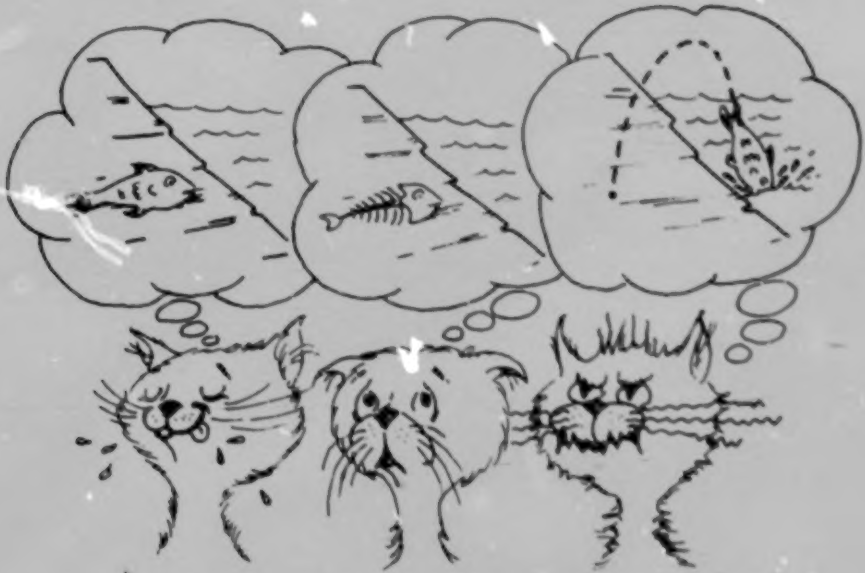
*There are certain physical, social, and emotional characteristics which make an individual unique.*

## Second Experience Level

Awareness of oneself within the context of the family structure is important.

There are certain physical, social, and emotional characteristics which make an individual unique.

An individual experiences various roles--friend, student, group member, etc.



*An individual's feelings relative to happiness, fear, anger, loneliness, etc., are diverse.*

## Third Experience Level

Awareness of oneself within the context of the family structure is important.

There are certain physical, social, and emotional characteristics which make an individual unique.

An individual experiences various roles--friend, student, group member, etc.

An individual's feelings relative to happiness, fear, anger, loneliness, etc., are diverse.

*A person's membership in a group affects the group as well as himself.*

Fourth Experience Level

Awareness of oneself within the context of the family structure is important.

There are certain physical, social, and emotional characteristics which make an individual unique.

An individual experiences various roles--friend, student, group member, etc.

An individual's feelings relative to happiness, fear, anger, loneliness, etc., are diverse.

A person's membership in a group affects the group as well as himself.

*Interests and abilities mature and change as well as one's physical being.*

## Fifth Experience Level

Awareness of oneself within the context of the family structure is important.

An individual's feelings relative to happiness, fear, anger, loneliness, etc., are diverse.

An individual experiences various roles--friend, student, group member, etc.

A person's membership in a group affects the group as well as himself.

There are certain physical, social, and emotional characteristics which make an individual unique.

Interests and abilities mature and change as well as one's physical being.

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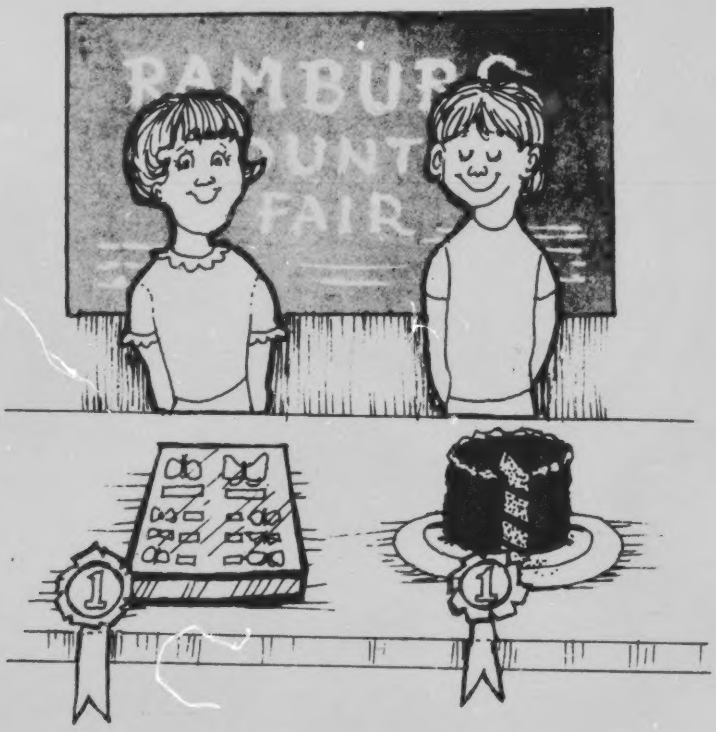

*There is a relationship between an individual's knowledge and acceptance of self and his career preference.*

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## Sixth Experience Level

# TEACHER/SELF
# GOALS/DEVELOPMENT

## Introduction

MAJOR CONCEPT: An understanding and acceptance of self is important.

Teacher goals are offered to suggest directions in which the teacher might proceed to set up learning environments to promote realization of the subconcepts by the children. Teacher goals are more generally stated than pupil performance objectives.

Elementary children have usually outgrown the extreme self-centered but non-reflective behavior characteristic of early childhood. Though they have interests in other people and things, they may not yet know how to think of themselves purposefully. Searching answers to the question, "Who am I?", have probably been intuited or felt rather than explored and expressed.

The goal for teachers seeking to realize this major concept in the classroom is to develop in each child an informed and worthy idea of himself. In summary, the teacher will strive to

1. expand the child's understanding of characteristics which make him a unique individual.
2. encourage the child to explore his powers to change himself.
3. give the child an opportunity to apply self-knowledge to present activity choices or career preferences.

# Readiness Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

*Awareness of oneself within the context of the family structure is important.*

A first step in a child's gaining of self respect is having others interested in getting to know him. A way to become better acquainted is to

ENCOURAGE THE PUPILS TO DESCRIBE THE MEMBERS OF HIS FAMILY.

Pupils do a lot of things within their families. The teacher can

GIVE PUPILS AN OPPORTUNITY TO DEMONSTRATE THINGS THEY LIKE TO DO WITH OTHERS IN THEIR FAMILY.

Pupils will soon realize that someone has a baby sister, another a big brother, another is an only child, another lives with grandmother. Each family has advantages. The teacher may wish to find ways to

ENHANCE PUPIL APPRECIATION OF DIFFERENCES IN FAMILY STRUCTURE.

You may have heard of many contributions which small children make to their families. Examples: "I smile when Daddy takes my picture. I dress myself. I put away my toys AND the baby's." The teacher can

STRUCTURE EXPERIENCES TO SHOW WAYS TO COOPERATE IN THE FAMILY.

# First Experience Level

## MAJOR CONCEPT

An understanding and acceptance of self is important.

## SUBCONCEPT

*An individual experiences various roles--friend, student, group member, etc.*

Besides his family identity, the pupil can recognize himself in outside social relationships such as pupil, friend, patient, patron, church member. The teacher can

> LEAD THE PUPIL TO RECOGNIZE THE MANY SOCIAL RELATIONSHIPS HE HAS BEYOND THE FAMILY.

Friendship, belonging, and accepting responsibility increase our self acceptance. The teacher may strive to

> STRENGTHEN THE CHILD'S APPRECIATION OF WAYS IN WHICH HIS SOCIAL CONTACTS HELP HIM.

Roles experienced by class members can be shared. Examples: "This is how I play ball after school. This is how I walk the dog. This is how I carry groceries." The teacher can

> STRUCTURE EXPERIENCES IN WHICH ROLES OF INDIVIDUAL CLASS MEMBERS CAN BE SHARED OR TRIED OUT BY OTHERS.

To stimulate pupils to experiment with new roles, the teacher can

> INCREASE INTEREST IN ROLES FILLED BY OTHER INDIVIDUALS INCLUDING ADULTS.

# Second Experience Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

*There are certain physical, social, and emotional characteristics which make an individual unique.*

For pupils to progress toward mature self acceptance, they need the best possible understanding of their own individualizing characteristics. The teacher will want to

> LEAD CHILDREN TO RECOGNIZE AND ACCEPT THEIR OWN PHYSICAL CHARACTERISTICS AND THOSE OF CLASS MEMBERS,
>
> LEAD CHILDREN TO RECOGNIZE AND ACCEPT THEIR OWN SOCIAL CHARACTERISTICS AND THOSE OF CLASS MEMBERS,

and

> LEAD CHILDREN TO RECOGNIZE AND ACCEPT THEIR OWN EMOTIONAL CHARACTERISTICS AND THOSE OF CLASS MEMBERS.

The teacher may profit from including himself/herself in these assessments of characteristics.

Special skills are needed for the acceptance of individual differences. The teacher may attempt to structure experiences, perhaps even revise some classroom procedures to

> INCREASE UNDERSTANDING, SHARING, PATIENCE, AND COOPERATION AMONG CLASSMATES.

The teacher may also wish to

> ASSIST STUDENTS IN BEGINNING TO APPRECIATE THE DIFFERENCE BETWEEN CHARACTERISTICS WHICH CAN BE CHANGED AND THOSE WHICH CANNOT.

# Third Experience Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

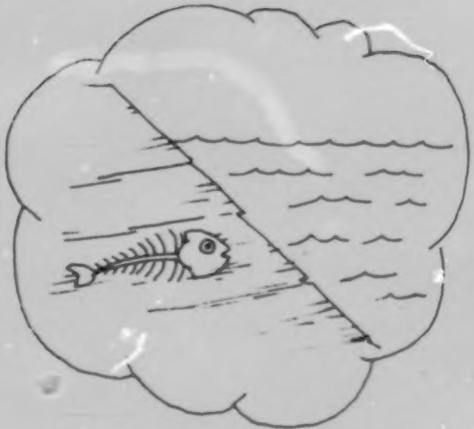
*An individual's feelings relative to happiness, fear, anger, loneliness, etc., are diverse.*

In order to explore this subconcept, pupils need to focus their attention upon the range of their feelings and be able to describe them. The teacher may

> INCREASE PUPIL AWARENESS OF THE RANGE AND VARIETY OF FEELINGS WHICH HE EXPERIENCES.

Many pupils will be aware of a past feeling which has now changed; e.g. "I used to be afraid of lightning. Now I don't worry about it." This information is helpful. The teacher can

> BROADEN PUPIL UNDERSTANDING OF SITUATIONS TOWARD WHICH HIS FEELINGS HAVE CHANGED.



When others--parents, peers, idols--have feelings different from the child's own, he needs to be able to cope with these differences. It is important for the teacher to

> GIVE PUPILS AN OPPORTUNITY TO COMPARE THEIR INDIVIDUAL REACTIONS TO THE REACTIONS OF OTHERS REGARDING CERTAIN EXPERIENCES.

Strong feelings can be upsetting. Pupils may not know what to do with them. The teacher can act as a guide to

LEAD PUPILS TO DISCUSS WHEN AND HOW FEELINGS CAN BE EXPRESSED,

and

FOCUS PUPIL ATTENTION UPON WHEN AND HOW FEELINGS CAN BE CONTROLLED.

Good rapport with the class comes if the teacher will

SHARE HER/HIS OWN FEELINGS REGARDING CERTAIN EXPERIENCES.

# Fourth Experience Level

## MAJOR CONCEPT

An understanding and acceptance of self is important.

## SUBCONCEPT

*A person's membership in a group affects the group as well as himself.*

For an experiential basis for understanding and appreciating this subconcept, the teacher should strive to

ORGANIZE THE CLASSROOM GROUPS TO AFFORD DIVERSE AND CHANGING MEMBERSHIPS.

Nine year olds belong to Scouts, 4-H, music, dance, and athletic groups. They enjoy organizing their own clubs. The teacher will want to

STIMULATE PUPIL INTEREST IN GROUPS TO WHICH THEY BELONG OR MIGHT BELONG,

and,

ENRICH PUPIL UNDERSTANDING OF THE ADVANTAGES AND DISADVANTAGES OF GROUP MEMBERSHIP.

Within a group, members can assume different roles. The teacher can

STRUCTURE AN EXPERIENCE IN WHICH PUPILS MAY TRY OUT DIFFERENT ROLES IN THE SAME GROUP.

Also helpful is to

EXPAND PUPIL INFORMATION ABOUT THE MANY DIFFERENT TYPES OF SOCIAL GROUPS.

Pupils can draw useful information from their previous experiences. with groups. The teacher may wish to

LEAD PUPILS TO EXPLAIN WHY A GROUP MAY SEEK A SPECIAL MEMBER AND WHY AN INDIVIDUAL MAY SEEK A SPECIAL GROUP.

# Fifth Experience Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

*Interests and abilities mature and change as well as one's physical being.*

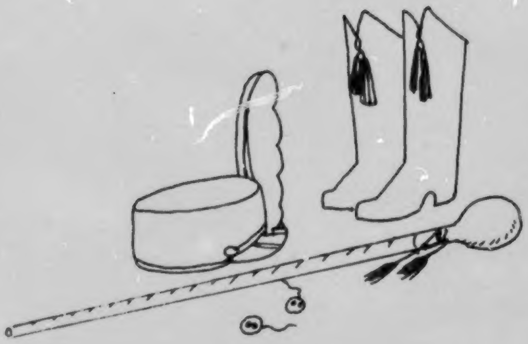
Within the classroom, the teacher will want to

ESTABLISH AN ATMOSPHERE OF ACCEPTANCE AND COOPERATION REGARDING PERSONAL CHARACTERISTICS BEYOND THE CONTROL OF THE INDIVIDUAL.

Self acceptance implies understanding of one's own growth and change. Building upon the natural enjoyment of reviewing "how I used to be," the teacher can

INTEREST PUPILS IN DESCRIBING THEIR INTERESTS, ABILITIES, AND PHYSICAL CHARACTERISTICS AT DIFFERENT AGE LEVELS.

and



EXPAND PUPIL UNDERSTSTANDING OF THOSE INDIVIDUAL INTERESTS, ABILITIES, AND PHYSICAL CHARACTERISTICS WHICH HAVE CHANGED AS A RESULT OF PERSONAL PLANNING.

As an exercise in trying out self knowledge, the teacher may

GIVE PUPILS AN OPPORTUNITY TO PREDICT CHANGES WHICH ARE LIKELY TO OCCUR IN THEMSELVES IN THE FUTURE.

To help secure understanding of the subconcept, the teacher can

PROVIDE AN EXPERIENCE IN WHICH PUPILS MAY BE LIKELY TO UNDERGO A SMALL BUT OBSERVABLE CHANGE IN INTERESTS, ABILITIES, OR PHYSICAL CHARACTERISTICS.

# Sixth Experience Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

*There is a relationship between an individual's knowledge and acceptance of self and his career preference.*

Some students keep so busy they hardly think of taking time to reflect about themselves. Purposeful efforts must be made to acquire self knowledge. The teacher will try to

STRENGTHEN STUDENT UNDERSTANDING OF THE IMPORTANCE OF KNOWING WHAT ONE CAN DO AND WHAT ONE LIKES TO DO,

and

INCREASE PUPIL INFORMATION ABOUT WAYS PERSONS CHOOSE A CAREER.

To provide practice, the teacher will want to

GIVE PUPILS AN OPPORTUNITY TO MATCH SELF KNOWLEDGE WITH PRESENT CAREER PREFERENCES.

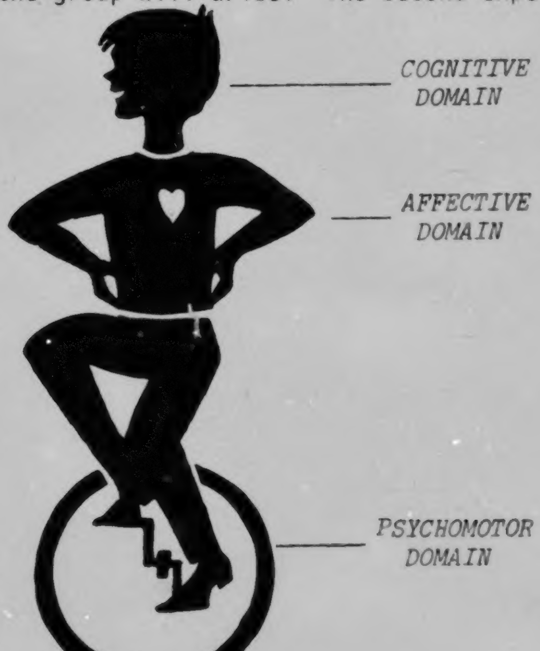
# PUPIL PERFORMANCE OBJECTIVES/SELF DEVELOPMENT

## Introduction

MAJOR CONCEPT: An understanding and acceptance of self is important.

The pupil performance objectives for this first Self Development major concept provide a framework for defining and analyzing the self in terms of physical, social, and emotional characteristics. Each of these aspects is treated separately and in connection with the others. In addition, some attention is directed to maturation and the eventual relationship of self awareness to career preferences.

While the objectives generally emphasize consideration of oneself as an individual, it is inevitable that comparisons among members of the group will arise. The second experience level, for example, deals with characteristics that make an individual unique--a situation which must certainly take into account those same characteristics as embodied by others. Any such comparisons should certainly be acknowledged in a gentle, non-evaluative manner which will help children to develop a resilience to accept differences as merely different rather than as better or worse.



Please remember that each experience level introduces objectives dealing with a new subconcept, but that objectives from previous levels can and should be utilized as practicable.

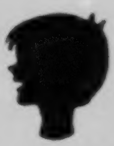
# Readiness Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

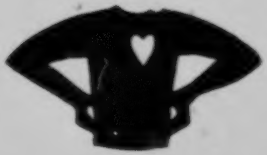
*Awareness of oneself within the context of the family structure is important.*

In the , the student will be able to

. . . name the members of one's family and their positions in the group.

. . . describe members of one's family according to relative size, hair color, etc.

. . . identify the members of a family in a particular story or film.

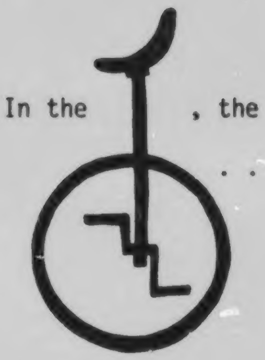
In the , the student will be able to

. . . tell ways in which members of the family depend upon oneself.

. . . explain how one depends upon each of the other members of the family.

. . . discuss the identity of parent-offspring relationships of other animals as examples of family structures.

✓ . . . take part in a dramatization of "playing house".

In the , the student will be able to

. . . pantomime a behavior of at least one other member of one's family.

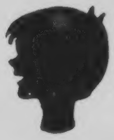
# First Experience Level

MAJOR CONCEPT

An understanding and acceptance of self is important

SUBCONCEPT

*An individual experiences various roles--friend, student, group member, etc.*

In the , the student will be able to

. . . define at least three family relationships in terms of titles (son, neice, etc.).

. . . identify relationships between characters in a story or film.

. . . define roles played by individuals in a story or film.

. . . name a number of different roles performed by a member of one's family during an average day.

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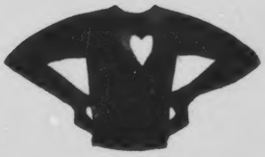
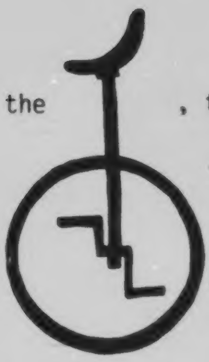
In the , the student will be able to

. . . describe the relationship of self with relatives other than members of the immediate family.

. . . cooperate with classmates in carrying out a classroom activity.

. . . report on one's roles in dealing with at least two different community workers.

. . . name at least two different roles one performs during a day at school.

In the , the student will be able to

. . . pantomine oneself in particular relationship with an adult worker in the community.

. . . pantomine family member behaviors in specified situations.

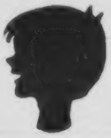
# Second Experience Level

MAJOR CONCEPT

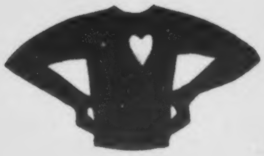
An understanding and acceptance of self is important.

SUBCONCEPT

*There are certain physical, social, and emotional characteristics which make an individual unique.*

In the , the student will be able to

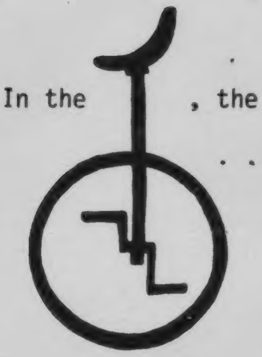
- . . . classify members of the class according to color of eyes or hair, etc.
- . . . identify classmates who enjoy working alone and who enjoy working with groups.
- . . . tell how one can recognize certain people, animals, etc.
- . . . identify a specific emotion as embodied by a character in a story or film.

In the , the student will be able to

- . . . compare a specified list of bodily measurements of the members of the class.
- . . . distinguish which of one's own physical characteristics are similar and different with respect to those of most classmates.

. . . compare the feelings of oneself and of classmates concerning characters or events in a story or film.

. . . discuss things that are exciting, sad, pleasant, etc.

In the , the student will be able to

. . . perform a specified number of simple physical exercises of strength or endurance.

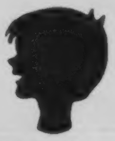
# Third Experience Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

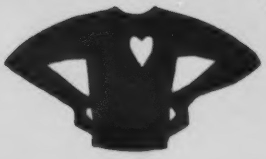
*An individual's feelings relative to happiness, fear, anger, loneliness, etc., are diverse.*

In the , the student will be able to

. . . distinguish between being frightened and being startled.

. . . identify emotions expressed by characters in a story or film.

. . . illustrate emotional expressions by collecting and displaying relevant pictures of people.

In the , the student will be able to

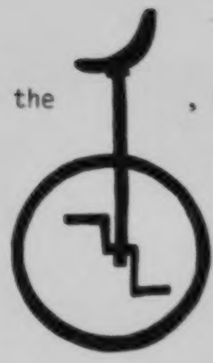
. . . explain how a particular story or experience frightened (or excited, etc.) him.

. . . cooperate with a classmate in keeping track of conditions which result in displeasure among their classmates.

. . . cooperate with a classmate in keeping track of conditions which result in pleasure among their classmates.

. . . discuss how it feels to be angry, fearful, lonely, etc.

. . . discuss ways in which particular emotions can be expressed.

In the , the student will be able to

. . . pantomine a person who is angry, fearful, lonely, etc.

. . . demonstrate an activity which he enjoys, or does not enjoy.

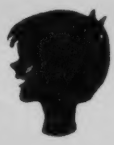
# Fourth Experience Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

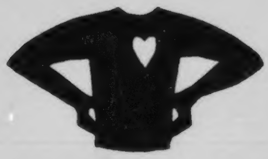
*A person's membership in a group affects the group as well as himself.*

In the , the student will be able to

. . . describe types of persons who are likely to belong to at least two specified types of groups.

. . . categorize a given list of different community groups according to their activities; their membership requirements.

. . . describe the activities of an out-of-school group to which one belongs.

In the , the student will be able to

. . . identify at least one way in which one's classmates influence one's achievements or feelings.

. . . report on one's contribution to the functions of an out-of-school group.

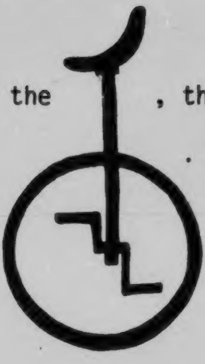
. . . discuss the relationship of individual and group needs in school, home, etc.

. . . name the groups to which one belongs or would like to belong, and why.

. . . "sell" oneself as a prospective member to a particular group--real or imaginary.

. . . cooperate in forming various subgroups within the class.

. . . operate as a committee member for a given activity.

In the , the student will be able to

. . . make displays to encourage membership in different groups.

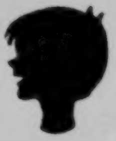
# Fifth Experience Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

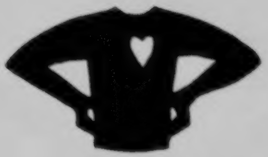
*Interests and abilities mature and change as well as one's physical being.*

In the , the student will be able to

. . . diagram various types of measures of physical strength and endurance among members of the class.

. . . list types of personal growth and distinguish those which have a stopping point and those that keep on going.

. . . compare the free-time playground activities of first (or second, etc.) graders with those of one's own age group.

In the , the student will be able to

. . . identify which of one's interests have changed and which have remained unchanged over a certain period of time.

. . . discuss changes in his academic abilities over a certain period of time.

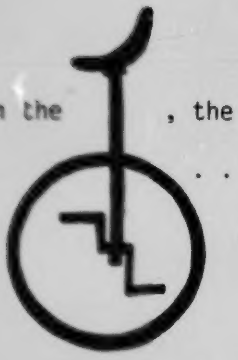
. . . describe changes in his physical skills over a certain period of time.

. . . propose possible changes in his abilities and interests within a given expectation of time.

. . . distinguish between significant and insignificant changes in oneself.

. . . compare one's physical measurements with those of earlier years.

. . . recall a hobby, or other activity, in which he is no longer interested.

In the , the student will be able to

. . . demonstrate recently achieved physical skills.

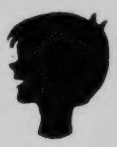
# Sixth Experience Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

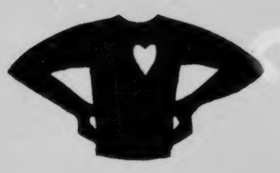
SUBCONCEPT

*There is a relationship between an individual's knowledge and acceptance of self and his career preference.*

In the , the student will be able to

. . . categorize a number of skill requirements according to job families.

. . . describe at least two physical characteristics which may be required by a large number of occupations.

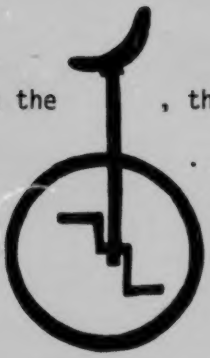
In the , the student will be able to

. . . relate one's own physical characteristics to a given list of possible career choices.

. . . explain how each of a specified number of occupations would probably be unsuitable for oneself.

. . . identify one's own present level of academic skills development, and locate areas in need of improvement.

. . . distinguish a basic rank order in one's own present scale of values.

In the , the student will be able to

. . . demonstrate one's own present level of development in a specified number of physical skills.

# Self Development

Major Concept

SOCIAL, ECONOMIC, EDUCATIONAL, AND CULTURAL FORCES INFLUENCE SELF-DEVELOPMENT.

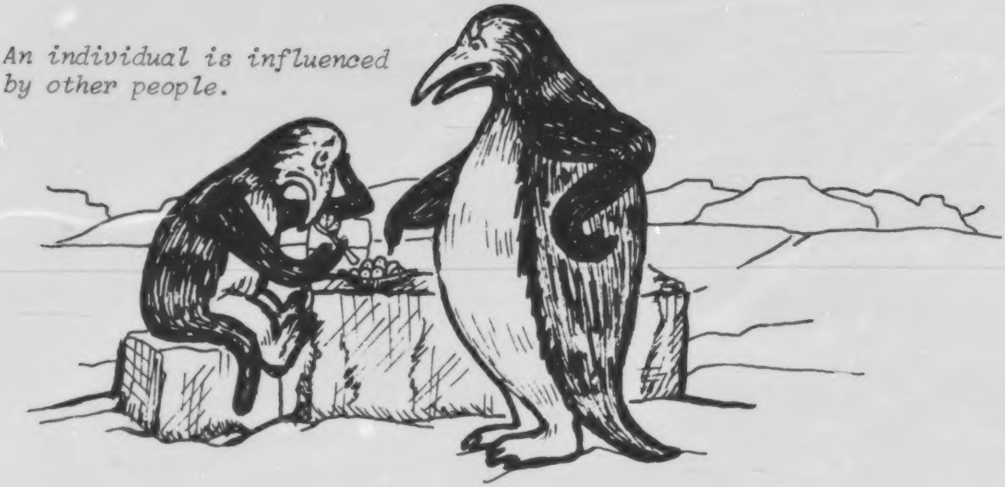
# Introduction

As an individual grows and matures, he should become aware of the external forces which influence self-development. This dimension framework is concerned with these factors and with helping the student assess their importance in his own individual development.

The subconcepts consider the effects of money and other economic forces, schooling, cultural patterns, and the values and expectations of others upon the individual's perception of himself and his world. At the fifth experience level consideration is not only given to the effects of external forces on the individual and his development, but also to the effect that the individual has upon his environment and possible change.

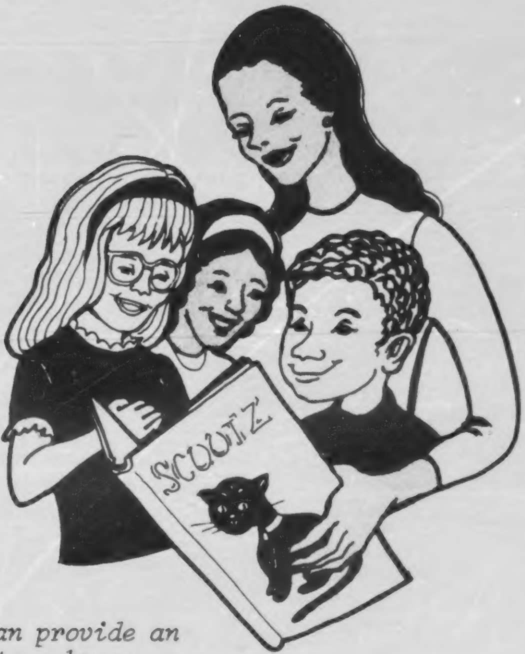
Three major concepts make up the Self-Development Dimension. In addition to the major concept now being presented, another major concept deals with the development of self-understanding and acceptance. A third major concept is concerned with the differences which exist among individuals.

An individual is influenced by other people.



Readiness Level

An individual is influenced by other people.



*The school can provide an opportunity to enhance self-development.*

An individual is influenced by other people.

The school can provide an opportunity to enhance self-development.

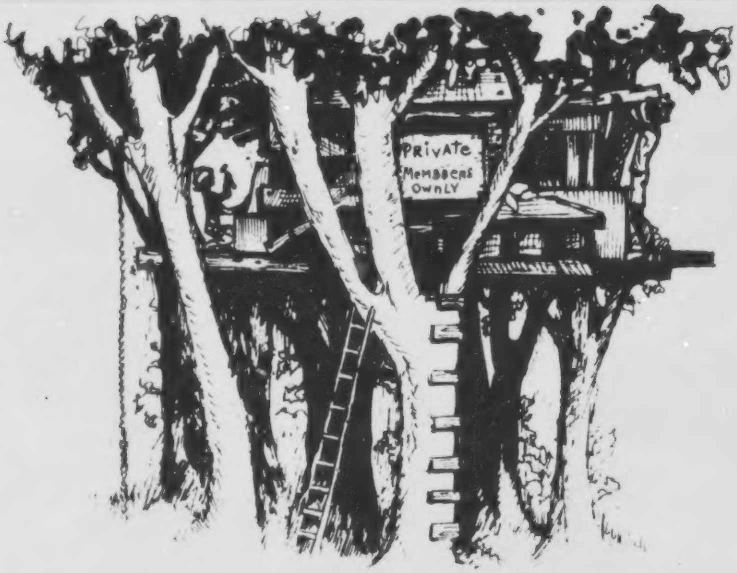
*An individual's feelings and the feelings of others relate to commonly held beliefs and customs.*

## Second Experience Level

An individual is influenced by other people.

An individual's feelings and the feelings of others relate to commonly held beliefs and customs.

The school can provide an opportunity to enhance self-development.



*Groups outside of school influence an individual's personal development.*

# Third Experience Level

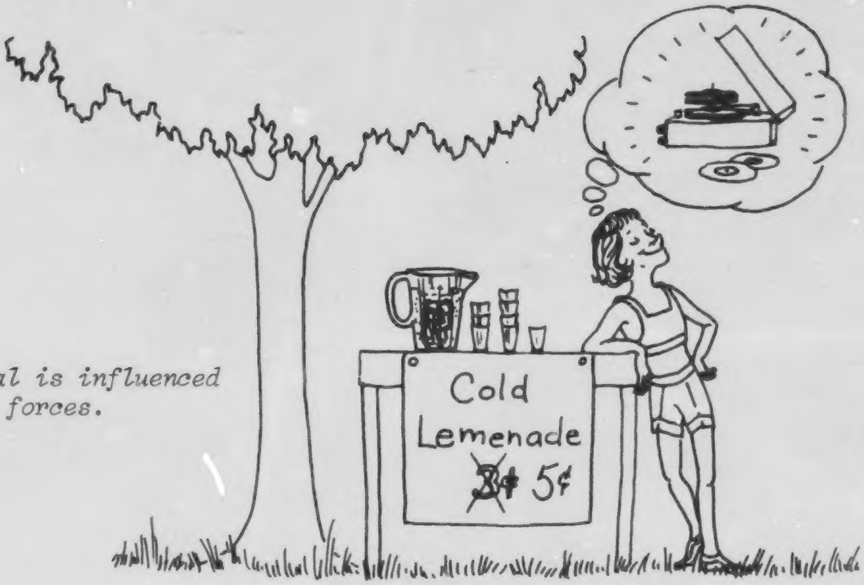
An individual is influenced by other people.

An individual's feelings and the feelings of others relate to commonly held beliefs and customs.

The school can provide an opportunity to enhance self-development.

Groups outside of school influence an individual's personal development.

*An individual is influenced by economic forces.*



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## Fourth Experience Level

An individual is influenced by other people.

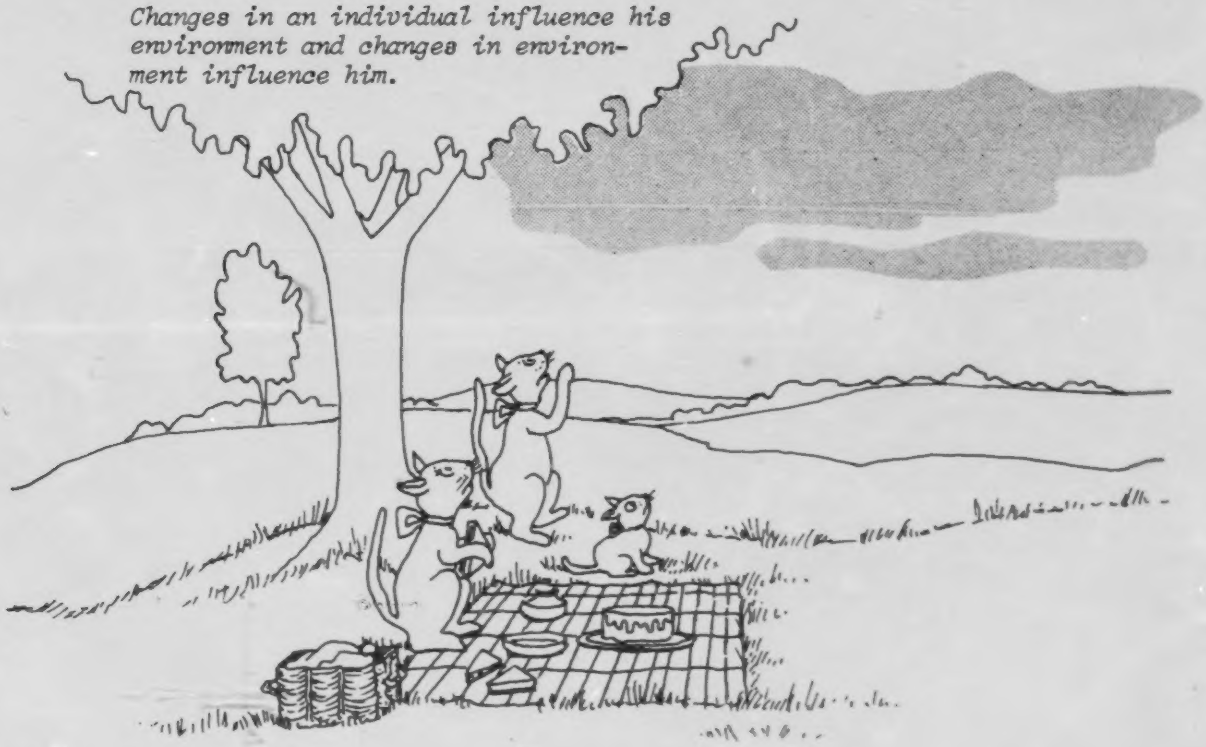
The school can provide an opportunity to enhance self-development.

An individual's feelings and the feelings of others relate to commonly held beliefs and customs.

Groups outside of school influence an individual's personal development.

An individual is influenced by economic forces.

*Changes in an individual influence his environment and changes in environment influence him.*



# Fifth Experience Level

An individual is influenced by other people.

Groups outside of school influence an individual's personal development.

The school can provide an opportunity to enhance self-development.

An individual is influenced by economic forces.

An individual's feelings and the feelings of others relate to commonly held beliefs and customs.

Changes in an individual influence his environment and changes in environment influence him.

*An individual's values and personal goals are influenced by the values of other people.*

# TEACHER GOALS/SELF DEVELOPMENT

## Introduction

MAJOR CONCEPT: Social, economic, educational, and cultural forces influence self-development.

Teacher goals are offered to suggest directions in which the teacher might proceed to set up learning environments to promote the children's realization of the subconcepts. Teacher goals will be more generally stated than pupil performance objectives.

The child needs security in the social, economic, educational, and cultural environments. So that these do not threaten, the child needs ways to insure social, economic, educational, and cultural well being for himself and others. Such security can happen if the maturing individual can understand how these environments tend to mold him. Understanding advances the possibility of exercising control and choosing the most advantageous ways to participate in society, economy, education, and culture.

Many social, economic, educational, and cultural forces are beyond the control of the child. However, the role of the teacher in developing this major concept is mainly to

1. sharpen pupil awareness of social, economic, educational, and cultural influences upon each individual.
2. broaden each pupil's understanding of how he influences others by his participation in society, economy, education, and culture.
3. provide opportunities for each pupil to explore elementary ways of controlling and coping with social, educational, economic, and cultural forces as these affect his self-development.

# Readiness Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

*An individual is influenced by others.*

Teaching this subconcept is a question of making social interactions conscious and non-threatening occasions for the child. The teacher may

> FOCUS THE CHILD'S ATTENTION UPON PEOPLE WHOM HE MEETS FREQUENTLY,

and

> HELP PUPILS CATEGORIZE THEIR ACQUAINTANCES--FAMILY, FRIENDS, TEACHERS, WORKERS, AND THOSE THEY KNOW INDIRECTLY, SUCH AS TELEVISION PERSONALITIES.

Since others can influence us and make us feel happy, sad, safe, mad, etc., the teacher might wish to

> LEAD CHILDREN TO IDENTIFY WAYS THAT OTHERS MAKE THEM FEEL.

The children will be able to observe the way their own behavior influences others. What reactions result from invitations versus rejections, talk versus silence, sharing versus selfishness, courtesy versus rudeness?

> BROADEN PUPIL UNDERSTANDING OF HOW THEY THEMSELVES INFLUENCE OTHERS.

INTEREST CHILDREN IN THE CHAIN REACTIONS OF INFLUENCE,

such as, "If Mother is happy with me, I might make someone else happy. If someone makes me mad, I may kick the dog, etc."

So that the pupil can define himself apart from others, the teacher can

PROVIDE EXPERIENCES OF THE ADVANTAGES OF SOMETIMES BEING ALONE.

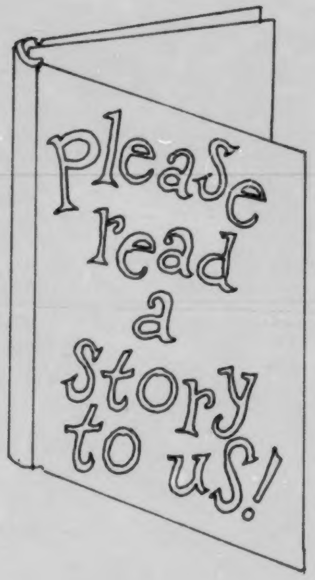
# First Experience Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

*The school can provide an opportunity to enhance self-development.*


Please read a Story to us!

The possibility of the school to enhance self-development is greatly increased if the teacher can

PROVIDE LONG PERIODS
OF INDIVIDUALIZED
INSTRUCTION,

as well as

STRUCTURE FLEXIBILITY
IN CLASSROOM GROUPING.

Little can be learned well without practice. To enhance self-development, the school must

GIVE THE CHILD MANY
OPPORTUNITIES TO
PRACTICE SELF-RELIANCE.

As the school is rich in social opportunities, the teacher can

OFFER AMPLE OCCASIONS
FOR CHILDREN TO DEVELOP
CLASSROOM FRIENDSHIPS.

School is not an end but a way. Ideally the classroom walls are not real! Let us

USE SCHOOL AS A MEDIUM
THROUGH WHICH THE CHILD
MEETS NEW AND MEANINGFUL
PERSONS, PLACES, AND
THINGS.

Insofar as positive self-development is related to free choice, the teacher can

> GIVE THE CHILD OPPORTUNITIES FOR FREE CHOICE AMONG ACTIVITIES AND GROUPS WITH WHICH TO WORK.

If children feel uncomfortable with school assignments, the teacher can try to

> STRENGTHEN PUPIL UNDERSTANDING OF THE ADVANTAGES OF PARTICIPATING IN SCHOOL ACTIVITIES WHICH THEY DO NOT FREELY CHOOSE.

Success grows out of encouragement. The careful teacher will

> INSURE EACH CHILD THE CHANCE TO FEEL GOOD ABOUT HIS PERFORMANCE IN SOME SCHOOL ACTIVITY EACH DAY,

whether that activity be social, physical, or academic.

# Second Experience Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

*An individual's feelings and the feelings of others relate to commonly held beliefs and customs.*

Though seven year olds participate in beliefs and customs, the ideas are probably vague. The teacher can

> LEAD CHILDREN IN RECOGNIZING SOME COMMON CUSTOMS--SOCIAL CUSTOMS SUCH AS COURTESY, FAMILY, PATRIOTIC, AND RELIGIOUS CUSTOMS.
>
> ENCOURAGE PUPILS TO RELATE CUSTOMS TO THINGS WHICH WE BELIEVE.

Pupils who have this understanding will be able to say, "We say 'thank you' because __________; we salute the flag because __________; we celebrate Martin Luther King's birthday, Hannakuh because ________, etc."

Individuals have special feelings about beliefs and customs because personal trust and values are invested in them. The teacher may

> GUIDE CHILDREN IN DESCRIBING AND UNDERSTANDING THEIR FEELINGS WHEN ACCEPTING AND PARTICIPATING IN COMMON BELIEFS AND CUSTOMS,

and

> WHEN CONFRONTING BELIEFS AND PRACTICES WHICH ARE HARD TO ACCEPT OR DIFFERENT FROM THEIR OWN.

# Third Experience Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

*Groups outside of school influence an individual's personal development.*

PRIVATE
MEMBBERS
OWNLY

Many societal groups contributing to the self-development of the child are outside of school. The teacher can

HELP CHILDREN TO IDENTIFY GROUPS OUTSIDE OF SCHOOL WITH WHICH THEY HAVE FREQUENT CONTACT.

These may be family; friends; neighbors; clubs; local, state, or federal government; churches; businesses; industries; or others.

A group's influence can depend upon whether it is organized and how it is organized. The teacher may

BROADEN PUPIL UNDERSTANDING OF THE DIFFERENCE BETWEEN ORGANIZED AND UNORGANIZED GROUPS,

example: Cub Scouts as compared to the kids you see at the playground; and

BETWEEN CHILD-LED AND ADULT-LED GROUPS.

Groups exert their influence in numerous ways and deserve different types of response. The teacher can

STIMULATE PUPIL INTEREST IN THE WAYS IN WHICH GROUPS INFLUENCE THEM AND THE WAYS THEY RESPOND.

The teacher might wish to

STRUCTURE EXPERIENCES IN WHICH CHILDREN CAN EXPLORE BEHAVIORS FOR COPING WITH DIFFICULT OR DIFFERENT BELIEFS AND CUSTOMS.

Family, society, and school exert pressures upon the child to conform to simple everyday procedures. The teacher might wish to

EXAMINE WITH CHILDREN REASONS FOR ACCEPTING CERTAIN SIMPLE ROUTINES SUCH AS EATING VEGETABLES, USING A HANDKERCHIEF, SLEEPING, GOING TO SCHOOL, ETC.

# Fourth Experience Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

*An individual is influenced by economic forces.*

Since many elementary curriculums give brief consideration to the economic environment, the teacher will want to

- PROVIDE BASIC ECONOMIC UNDERSTANDINGS.

This instruction could center around basic elements of economics--natural resources, capital, labor, technology--and four economic questions: What is produced? How are goods and services produced? Who shall get the goods and services produced? How fast shall the economy grow?[1]

These understandings will not be prejudicial if the teacher can

CREATE A CLASSROOM ATMOSPHERE WHICH SUPPORTS THE VALUE OF PERSONAL AND EXPERIENTIAL RICHNESS OVER MATERIAL WEALTH.

The teacher goals which follow are various aspects of providing basic economic understandings. Children, like adults (!), have a great curiosity about where money comes from. The teacher will want to

OFFER OPPORTUNITIES TO DISCOVER SOURCES OF PERSONAL AND FAMILY INCOME,

and

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[1] Bach, G. L., "Economic," World Book, Vol. E., Chicago: Field Enterprises Corp., 1972, pp. 39-40A.

Group membership can be a matter of comfort and pride, but sometimes it can also be burdensome or even frightening. The teacher can

> ENRICH PUPIL UNDERSTANDING OF THEIR FEELINGS ABOUT ADVANTAGES AND DISADVANTAGES OF MEMBERSHIP IN GROUPS OUTSIDE OF SCHOOL.

Sometimes a group does not intend the influence which it does have upon others. The teacher can

> HELP PUPILS TO REALIZE WHICH GROUP INFLUENCES ARE VOLUNTARY AND WHICH ARE INVOLUNTARY.

A possible advantage in developing this subconcept would be to

> PROVIDE AN OPPORTUNITY FOR REPRESENTATIVES FROM OUTSIDE GROUPS TO DISCUSS THEIR INFLUENCE WITH THE PUPILS.

# Fifth Experience Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

*Changes in an individual influence his environment and changes in the environment influence the individual.*

The environment is social, economic, educational, and cultural, as well as physical. The teacher will want to

> FOCUS PUPIL ATTENTION UPON SOCIAL, ECONOMIC, EDUCATIONAL, CULTURAL, OR PHYSICAL CHANGES IN THE ENVIRONMENT.

Examples of such changes would be urbanization and technological advances. The teacher may

> LEAD PUPILS IN REALIZING HOW THESE CHANGES HAVE INFLUENCED THEMSELVES.

Alternately, the teacher can

> STRUCTURE AN EXPERIENCE IN WHICH PUPILS CAN EFFECT A SOCIAL, ECONOMIC, EDUCATIONAL, CULTURAL, OR PHYSICAL CHANGE UPON THEIR ENVIRONMENT.

> FOCUS PUPIL ATTENTION UPON THOSE ECONOMIC FORCES WHICH CONTROL THE NUMBER OF JOBS.

Money can be spent, saved, or used to create more money. The teacher can

> STRUCTURE EXPERIENCES IN WHICH PUPILS ARE CONSUMERS, MAKING PERSONAL DECISIONS ABOUT THE USE OF MONEY.

Similar valuable experiences would be ones which would

> GIVE PUPILS AN OPPORTUNITY TO FACE AND SOLVE AN ECONOMIC PROBLEM,

and one which would

> AFFORD PUPIL PRACTICE IN PERSONAL ECONOMIC PLANNING SUCH AS BUDGETING, SAVING, AND COMPARING QUALITY AND PRICE.

Besides private income, the availability of public money influences all of us. The teacher will want to

> STRENGTHEN PUPIL UNDERSTANDINGS OF THE NEED FOR AND USES OF TAX MONEY.

To emphasize social concern over competitive concerns in free enterprise, the teacher must

> BUILD PUPIL APPRECIATION OF THE SOCIAL RESPONSIBILITY OF MATERIAL WEALTH FOR INDIVIDUALS, STATES, AND NATIONS.

The teacher may also

> DEVELOP PUPIL AWARENESS THAT SOME ECONOMIC SYSTEMS ARE DIFFERENT FROM OUR OWN FREE ENTERPRISE SYSTEM.

# Sixth Experience Level

## MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

## SUBCONCEPTS

*An individual's values and personal goals are influenced by the values of other people.*

Idols, heroes, and good friends exhibit attractive values. The teacher may

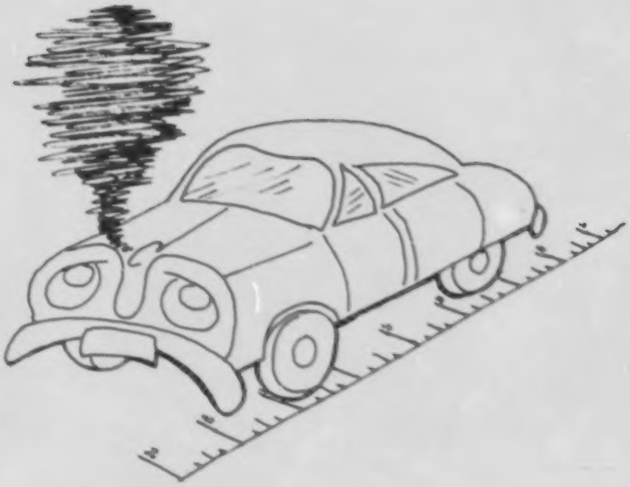
ENRICH PUPIL AWARENESS OF WHY HE ADMIRES CERTAIN PEOPLE.

As choices evidence values, the teacher might

LEAD PUPILS TO ANALYZE HOW PERSONAL CHOICES HAVE BEEN INFLUENCED BY OTHERS.

Other people can frighten as well as attract us. It would be helpful for the teacher to

HELP PUPILS TO ASSESS BOTH THE POSITIVE AND NEGATIVE, AND THE SECURE AND THE INSECURE FEELINGS WHICH THE VALUES OF OTHERS CREATE IN THEMSELVES.



Self-development is evidenced by thoughtful independence. The teacher can

DEVELOP PUPIL UNDERSTANDING OF THE MEANING OF FREE CHOICE,

and

SHARPEN PUPIL PERCEPTION OF PERSONAL VALUES WHICH HELP HIM TO WITHSTAND PEER PRESSURES.

In a complimentary way, the teacher will be able to

> INTEREST PUPILS IN EXPLORING CHANGES IN INDIVIDUALS WHICH AFFECT THE ENVIRONMENT.

Examples of such influential changes in individuals might be getting a job, finishing school, gaining a skill, or assuming a position of power.

The teacher might wish to

> PROVIDE PUPILS WITH INFORMATION AND OPPORTUNITIES TO EXPLORE WORK SETTINGS AND MANPOWER NEEDS THAT HAVE BEEN ALTERED BY TECHNOLOGY.

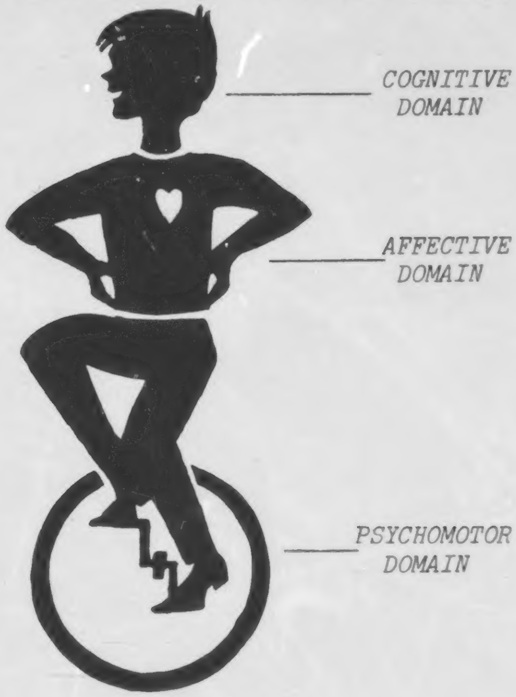
# PUPIL PERFORMANCE OBJECTIVES / SELF DEVELOPMENT

## Introduction

MAJOR CONCEPT: Social, economic, educational, and cultural forces influence self-development.

The second Self-Development Dimension framework contains a series of objectives which consider various external influences upon the self as it matures. These influences are treated both as areas of concentration and as facets of the individual's total environment.

Factors such as money and other conditions of the economy, cultural patterns of expectations, schooling, and other people produce continual effects upon any individual's perception of himself and his world. The study of these types of forces offers opportunities for the development of a broader perspective in time and place as well as an understanding of one's own immediate environment. For instance, differences in cultural, economic, and social conditions in other parts of the modern world or in various historical settings provide diverse contexts for the subconcepts considered here. Comparisons and contrasts can be helpful not only in defining respective situations but for developing deeper appreciations of the basic needs and assumptions from which differences and commonalities in ways of living have evolved. The interaction of changing conditions and values continue to be of paramount importance.



A person must confront the values of others indirectly in his environment. The teacher may

> EMPHASIZE HOW THE VALUES OF OTHERS ARE FORCES WHICH SHAPE THE SOCIETY, THE ECONOMY, AND THE CULTURE IN WHICH PUPILS PARTICIPATE.

# Readiness Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

*An individual is influenced by other people.*

In the , the student will be able to

. . . name playmates in one's own neighborhood.

. . . identify how characters in a story or film affect each other.

In the , the student will be able to

. . . name different classmates with whom one would like to share each of a number of activities.

. . . report on one's relationships with at least two different adult neighbors.

. . . tell why a "favorite adult" outside one's immediate family is so favored.

. . . describe how each of a specified number of community workers affects oneself.

. . . infer changes in one's condition if each of a specified number of persons was missing for a given period of time.

Remember that each experience level introduces objectives dealing with a new subconcept, but that objectives from previous levels can and should be utilized as practicable.

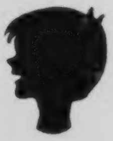
# First Experience Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

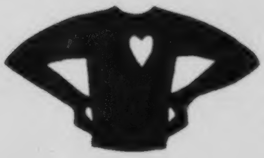
*The school can provide an opportunity to enhance self-development.*

In the , the student will be able to

. . . tell why certain school rules are necessary.

. . . describe school activities that have been especially pleasant, or unpleasant.

. . . name a specified number of new acquaintances one has met at school.

In the , the student will be able to

. . . dramatize helping a new child become oriented to the classroom.

. . . work cooperatively with at least two different individuals and groups at school.

. . . tell new feelings about oneself since starting school.

. . . exercise a choice among alternative activities or tasks.

. . . participate in a structured small group situation.

. . . tell how one feels about at least two television personalities.

. . . work alone for a certain length of time.

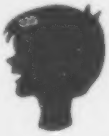
# Second Experience Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

*An individual's feelings and the feelings of others relate to commonly held beliefs and customs.*

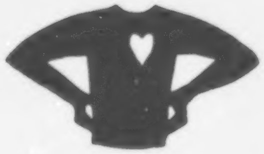
In the , the student will be able to

. . . explain the beliefs about a given topic about which all members of the group agree.

. . . identify at least one custom and one belief different from those of one's own group.

. . . define at least one belief and one custom commonly held by one's own group.

. . . describe customary behavior or conditions in one's own home.

In the , the student will be able to

. . . state one's own feelings about a specified number of commonly held beliefs.

. . . discuss the relationship between individual and group needs.

. . . dramatize at least two possible different behaviors in a person who does not agree with a particular way of doing things.

In the , the student will be able to

- . . . perform at least two physical skills one has learned at school.
- . . . use an art or craft technique one has learned at school.
- . . . demonstrate penmanship skills learned at school.
- . . . demonstrate an activity or task with which one feels sure of success.

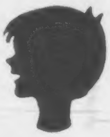
# Third Experience Level

MAJOR CONCEPT

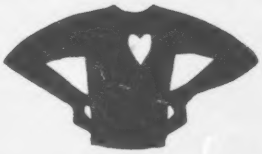
Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

*Groups outside of school influence an individual's personal development.*

In the , the student will be able to

- . . . name one's own playmates who do not attend this school.
- . . . identify youth groups in the community which include children of one's own age.
- . . . tabulate membership of classmates in various out-of-school groups.
- . . . report orally, or in writing, on avowed purposes of youth groups in the community.
- . . . identify informal groups, such as friends, neighbors, etc.
- . . . distinguish between community groups led by adults and those led by non-adults.
- . . . list non-youth groups in the community and their purposes.

In the , the student will be able to

- . . . describe how membership in a group outside of school affects one's own values and interests.

. . . discuss the normality of differing customs and beliefs.

. . . relate commonly held beliefs and customs to a character or an event in stories or films.

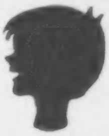
# Fourth Experience Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

*An individual is influenced by economic forces.*

In the , the student will be able to

. . . describe how availability of money helps to determine possible activities.

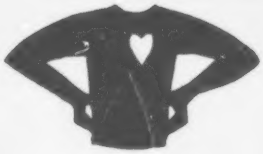
. . . calculate the amount of money needed for each of a specified number of personal wants or needs.

. . . estimate the amount of money needed to provide specific equipment or materials, such as paper, paints, etc., for the classroom.

. . . interpret orally, or in writing, the historical uses of media of exchange.

. . . describe at least two ways that goods move from producers to consumers and the effects on costs.

. . . identify at least two possible sources of income.

In the , the student will be able to

. . . discuss the relation of taxes and community services.

. . . distinguish between conditions which can be affected by money and those which cannot.

. . . explain why one no longer
belongs to a particular
out-of-school group.

. . . discuss the pros and cons of
groups led by adults and those
led by non-adults.

# Fifth Experience Level

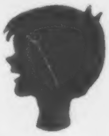
5

MAJOR CONCEPT

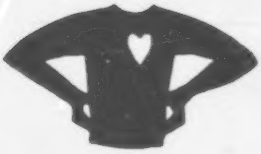
Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

*Changes in an individual influence his environment and changes in environment influence him.*

In the , the student will be able to

- . . . identify a certain number of abilities required to work in a particular work space.
- . . . report on how environmental changes have affected the life of a neighbor.
- . . . explain significant changes in manpower supply and demand during at least two different historical periods.
- . . . describe how a local work setting has been affected by technological change.
- . . . list changes in availability of particular work opportunities in the community.

In the , the student will be able to

- . . . describe changes which occurred in himself because of a change in housing conditions.

. . . debate the idea of allowance vs. non-allowance.

. . . compare how differences in costs may affect choices to buy.

. . . propose different budgets based upon varying amounts of income.

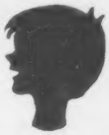
# Sixth Experience Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

*An individual's values and personal goals are influenced by the values of other people.*

In the , the student will be able to

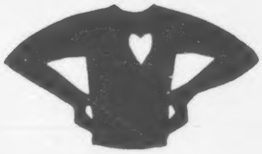
. . . explain why particular people are used to endorse products.

. . . explain how group pressures can force individual decisions.

. . . criticize the pros and cons of peer group pressures.

. . . distinguish between free personal choices and those which are directly influenced by others.

. . . describe the effects of one culture upon another in at least two different historical periods.

In the , the student will be able to

. . . describe how certain of one's own values were influenced by others.

. . . identify "significant others" in terms of their influence upon one's own values or goals.

. . . tell how one's activities are affected by seasonal, or temporary, changes in weather.

. . . describe changes which occurred in himself because of a change in jobs by one's parents.

. . . describe changes which occurred in himself because of a promotion or reassignment in school.

. . . define certain changes in himself, during a given time, and relate them to effects upon his peers or family.

. . . explain how different situations influence the behavior or feelings of an individual.

# Introduction

An individual's perception of himself may often be affected by what he thinks he can do successfully and what he thinks he cannot do. This dimension framework is concerned with helping the student realize that all people are not alike and that people differ in their interests, aptitudes, values, and achievements. Such differences can work in a positive way for society, and it is in this context that this major concept is developed. Interests, aptitudes, values, and achievements are often influenced by age, environment, practice, etc.

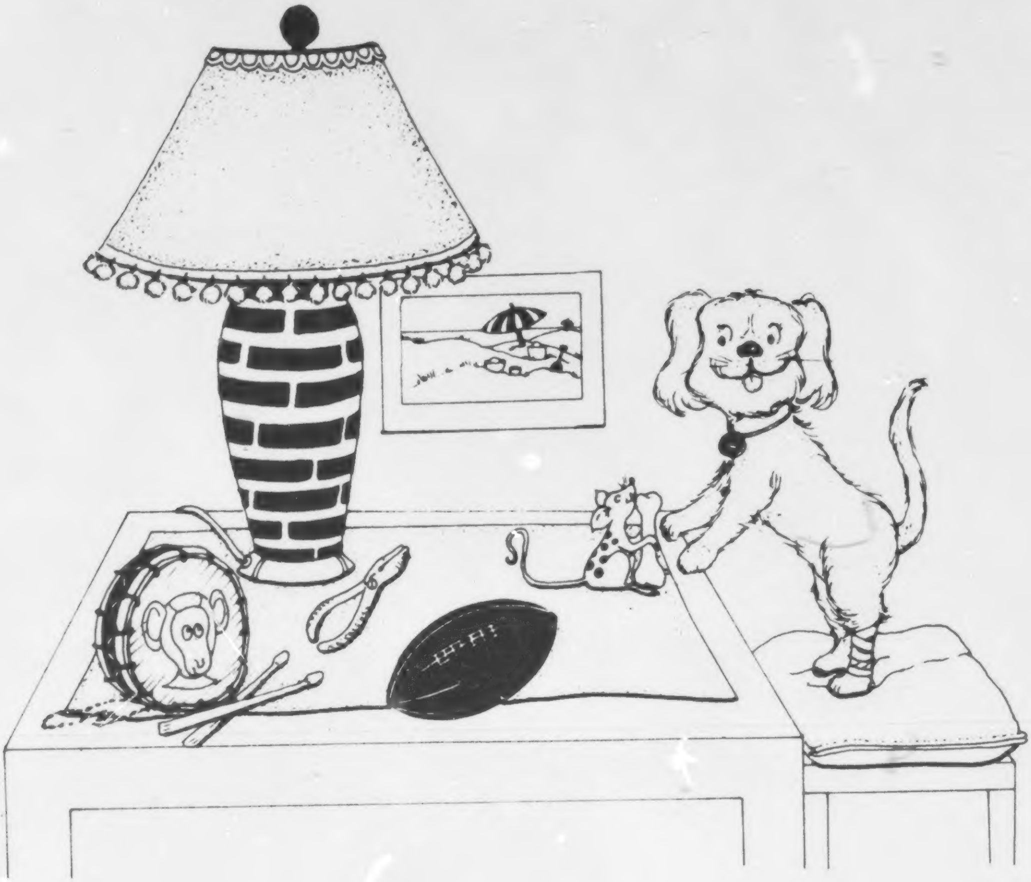
The subconcepts consider the four areas independently and interdependently. At the sixth experience level, the relationship of occupations to individual interests, abilities, achievements, and values is developed. It is at this level that an individual's own unique characteristics in the four areas can serve as a means for initial exploration of various occupations and their requirements.

As the subconcepts are developed, it is intended that an increased understanding and acceptance of individual abilities and limitations will lead to an increased understanding of self and a better understanding and sensitivity to others.

# Self Development

Major Concept

INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, VALUES, AND ACHIEVEMENTS.



. . . dramatize an effort to get someone else to do something opposed to his own standards.

. . . discuss the pros and cons of parental or other adult standards.

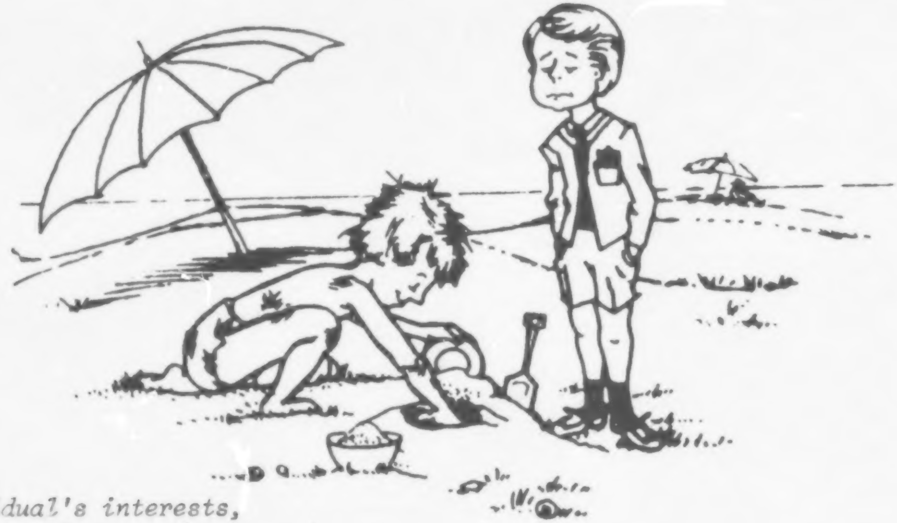
. . . relate feelings of security to the effects of the opinions of others.

. . . report how and why one's own behavior was deliberately counter to the expressed values of someone else.

*An individual should be aware of the tasks that he performs and begin to determine his* *interests* *in these tasks.*

# Readiness Level

An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.



*An individual's interests, aptitudes, values, and achievements are* **not** *always the same as those of his peers.*

An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.

An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.

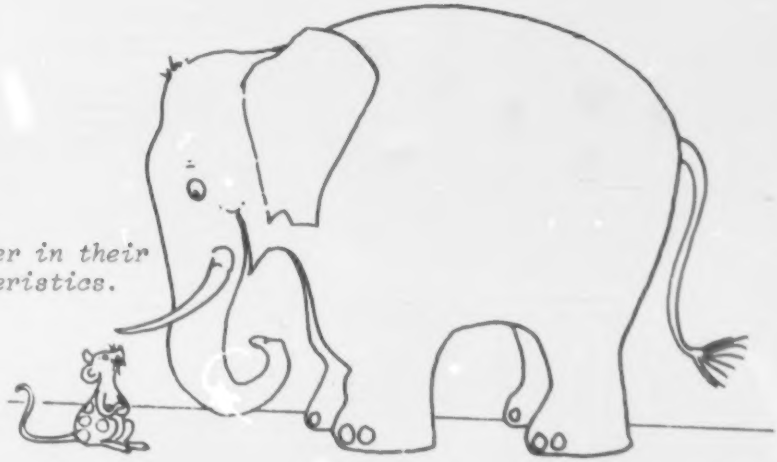
*An individual has social, physical, and intellectual aptitudes for various tasks.*

# Second Experience Level

An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.

An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.

An individual has social, physical, and intellectual aptitudes for various tasks.



*Individuals differ in their physical characteristics.*

An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.

An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.

An individual has social, physical, and intellectual aptitudes for various tasks.

Individuals differ in their physical characteristics.

*Achievements in school and out of school are often dependent upon interests, aptitudes, and values.*

Fourth Experience Level

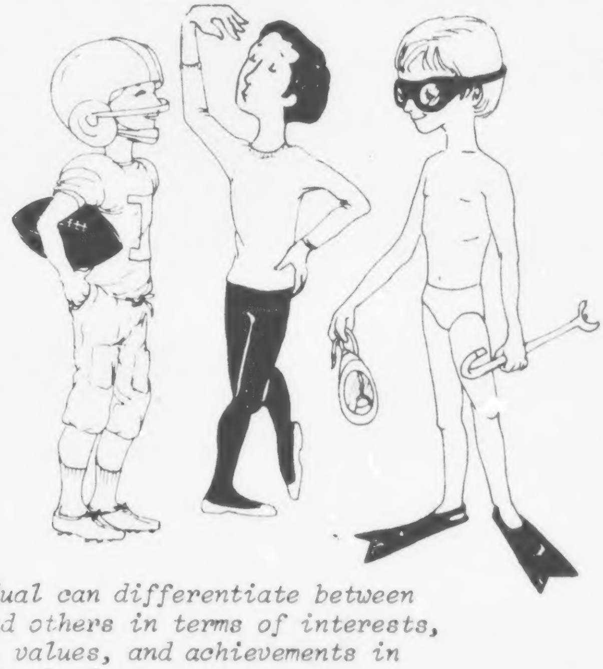
An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.

Individuals differ in their physical characteristics.

An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.

Achievements in school and out of school are often dependent upon interests, aptitudes, and values.

An individual has social, physical, and intellectual aptitudes for various tasks.



*An individual can differentiate between himself and others in terms of interests, aptitudes, values, and achievements in and out of school.*

## Fifth Experience Level

An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.

An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.

An individual has social, physical, and intellectual aptitudes for various tasks.

Individuals differ in their physical characteristics.

Achievements in school and out of school are often dependent upon interests, aptitudes, and values.

An individual can differentiate between himself and others in terms of interests, aptitudes, values, and achievements in and out of school.

*There is a relationship among interests, aptitudes, achievements, values, and occupations.*

## Sixth Experience Level

# TEACHER/SELF GOALS/DEVELOPMENT

## Introduction

MAJOR CONCEPT: Individuals differ in their interests, aptitudes, values, and achievements.

Teacher goals are offered to suggest directions in which the teacher might proceed to set up learning environments to promote the children's realization of the subconcepts. Teacher goals will be more generally stated than pupil performance objectives.

Too often children are first asked to appreciate individual differences as a solution to a situation of conflict. With this major concept young children can describe, understand, and cooperate with the happy fact that people are not all alike. The teacher, in addition to using individualized instruction, will want to note the social and physical, as well as the intellectual excellences of pupils and capitalize upon these.

In summary, the teacher goals are:

1. Strengthen pupil ability to explain individual differences in interests, aptitudes, values, achievements, and physical characteristics.
2. Structure experiences in which pupils can explore and cooperate with individual differences.
3. Increase expressions of sensitivity and respect among classmates.

# Readiness Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

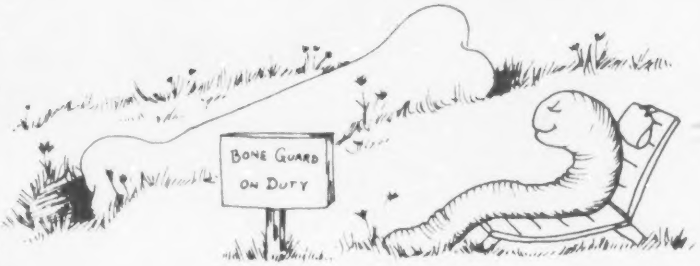
*An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.*

Since the young child is so busy and active, it should not be difficult to

FOCUS PUPIL ATTENTION UPON THE NUMEROUS TASKS--ALL THE "CAN DO'S"--WHICH THEY PERFORM AT HOME, AT SCHOOL, AND AT PLAY.

Based upon their experiences, children will have some idea about tasks they especially like or would expect to like.

ENCOURAGE PUPILS TO PREDICT NEW TASKS IN WHICH THEY MIGHT BE INTERESTED.



As a kind of validation needed to establish interests,

PROVIDE OPPORTUNITIES FOR PUPILS TO PURSUE THEIR INTEREST IN NEW AND DIFFERENT TASKS.

Reflective activities are also appropriate for this subconcept.

BROADEN PUPIL UNDERSTANDING OF THE REASONS WHY CERTAIN TASKS INTEREST HIM AND OTHERS DON'T.

If lack of interest on the part of pupils becomes a hindrance,

SHOW ADVANTAGES AND NECESSITY IN SOMETIMES PERFORMING TASKS WHICH ARE UNINTERESTING.

# First Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

*An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.*

In the first place, the teacher will want to insure and

ESTABLISH A CLASSROOM ATMOSPHERE AND USE OF TEACHING STRATEGIES WHICH RESPECT AND RESPOND TO INDIVIDUAL DIFFERENCES.

The teacher may use various means to

BROADEN PUPIL UNDERSTANDING AND APPRECIATION OF SIMILARITIES AND DIFFERENCES IN THE INTERESTS, APTITUDES, VALUES, AND ACHIEVEMENTS OF CLASSMATES;

and

STRENGTHEN PUPIL UNDERSTANDING OF WAYS INTERESTS, VALUES, AND ACHIEVEMENTS DEVELOP AND CHANGE.

This subconcept is grasped when understanding of individual differences is evidenced in pupil behavior and activities.

STRUCTURE EXPERIENCES IN WHICH PUPILS EXPLORE AND COPE WITH INDIVIDUAL DIFFERENCES.

Sometimes a person has lots of interest but is disappointed to discover he has little ability for a task.

STRUCTURE AN EXPERIENCE TO EVIDENCE THE VALUE OF PRACTICE AND PATIENCE AND PERSISTENCE IN PURSUING A TASK.

Because one's interests are changing, the teacher might wish to

GUIDE PUPILS IN COMPARING PRESENT INTERESTS WITH PRE-SCHOOL INTERESTS.

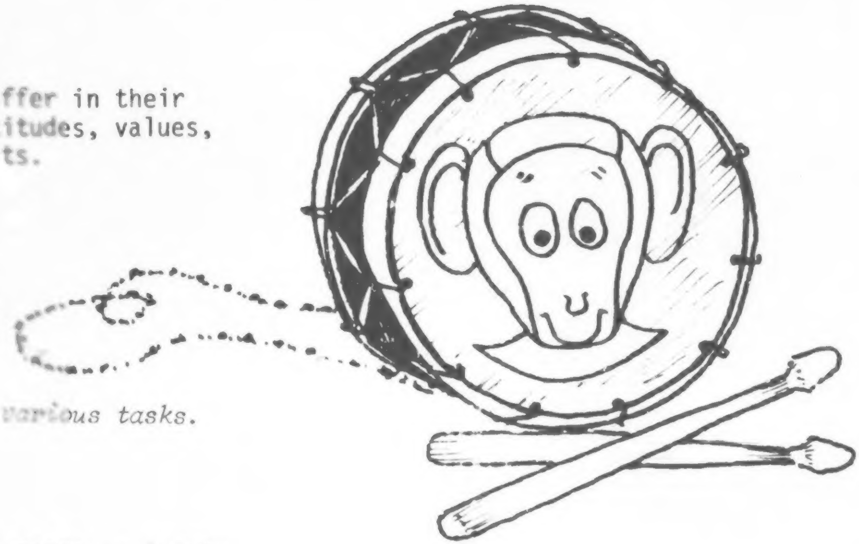
# Second Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

*An individual has social, physical, and intellectual aptitudes for various tasks.*



By aptitude is meant an innate capacity for success in certain areas. Praise and encouragement help pupils to realize their own aptitudes. The teacher must

> GIVE EACH PUPIL SEVERAL OPPORTUNITIES TO EXCEL IN THE COURSE OF THE SCHOOL DAY,

as well as

> STIMULATE PUPIL INTEREST IN THE VARIETY OF THINGS THEY CAN DO.

A person can have aptitudes in the ways he performs different tasks, such as with dexterity, thoroughness, and responsibility. The teacher can seek to

> ELICIT INDIVIDUAL PUPIL APTITUDES WHICH CAN APPLY TO MANY DIFFERENT TASKS.

Examples would be: "Tom is neat. Sue will try hard. Joe never forgets, etc."

Pupils may choose friends because, compared to themselves, the friends have certain similarities or acceptable or attractive differences.

ENCOURAGE PUPILS TO RELATE INTERESTS, APTITUDES, VALUES, AND ACHIEVEMENTS TO FRIENDSHIPS. EXAMPLES: "I LIKE PEOPLE WHO LIKE DOGS, ______ WHO LAUGH A LOT, ______ WHO LISTEN TO ME, ETC."

To bring to life the notion that individual strengths are concentrated in different areas,

SHARPEN PUPIL PERCEPTION OF THE WORTH OF SOCIAL AND PHYSICAL, AS WELL AS ACADEMIC, APTITUDES.

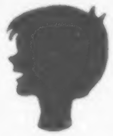
# First Experience Level

MAJOR CONCEPT

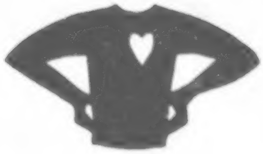
Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

*An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.*

In the , the student will be able to

- . . . classify certain abilities of classmates in terms of specific tasks.
- . . . count and compare how many classmates designate an interest in each of a specified number of activities.
- . . . identify an achievement of a classmate obtained as a result of patience, practice, or persistence.
- . . . identify an achievement of a classmate not requiring patience, practice, or persistence.

In the , the student will be able to

- . . . interpret comparative records of physical activities of members of the class.
- . . . identify from lists of preferences which classmates are most similar or least similar to oneself.

. . . state a reason for a particular action or behavior of one's own.

. . . explain one's own behavior in terms of value judgments, such as liking-disliking, preferring-unconcerned, etc.

. . . infer a reason for a particular action or behavior of someone else.

In the , the student will be able to

. . . make a display representing one's own favorite foods, or television programs, etc., and compare with those of others.

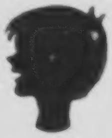
# Readiness Level

MAJOR CONCEPT

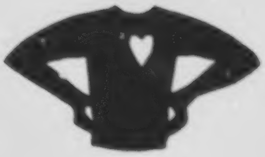
Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

*An individual should be aware of the tasks that he performs and begin to determine his* *interests* *in these tasks.*

In the , the student will be able to

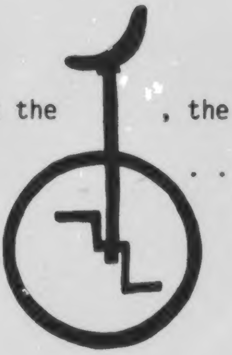
- . . . report on tasks participated in at home, or at school, within a certain period of time.
- . . . identify interests in tasks exhibited by classmates.
- . . . define how interests of a classmate in certain tasks have changed recently.

In the , the student will be able to

- . . . state the relationship of one's own interests to a given number of tasks at school.
- . . . describe a home task in which he is particularly interested.
- . . . tell about one's satisfaction, or lack of satisfaction, upon completing a particular task.

. . . demonstrate an ability to try out a new task.

. . . discuss and compare feelings that accompany interesting and non-interesting tasks.

In the , the student will be able to

. . . participate in play activities which coincide with one's interests.

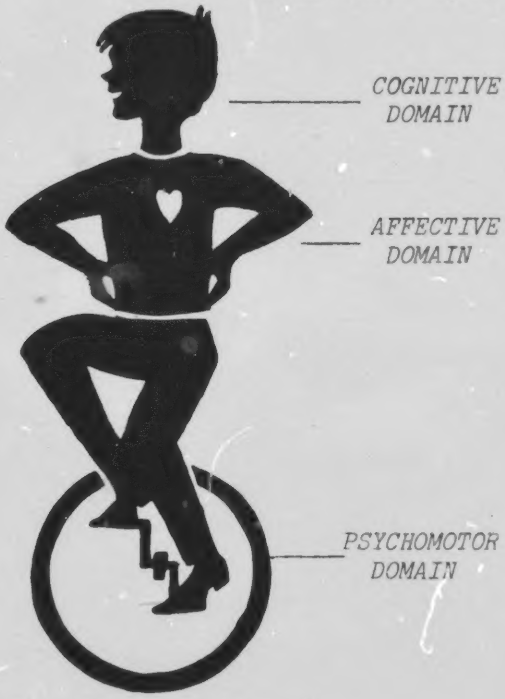
# PUPIL PERFORMANCE OBJECTIVES / SELF DEVELOPMENT

## Introduction

MAJOR CONCEPT: Individuals differ in their interests, aptitudes, values, and achievements.

The third Self Development dimension framework deals with individual differences in four broad areas of personal growth--interests, aptitudes, values, and achievements. It is a continuing assumption that such personal differences can and will be treated in an atmosphere of acceptance and respect. The positive advantages of differences for society as well as for each individual may rightfully be stressed in this context.

The pupil performance objectives at successive experience levels present a pattern which considers each of the four areas separately and as interacting influences with each other and with environmental situations. The objectives seek to provide bases for activities which encourage both understanding and continuing growth.



Descriptions of occupational conditions are sometimes related to interests, aptitudes, values, and achievements in terms of emphases in working with "people," "ideas," or "things." Thus, some jobs may require a great deal of contact with other people, some may concentrate on creative thinking or data manipulation, and others may largely involve work with machinery, tools, or other kinds of material objects. At the sixth experience level, this people-ideas-things classification is suggested as a means for exploring various job requirements.

Remember that each experience level introduces objectives dealing with a new subconcept, but that objectives from previous levels can and should be utilized as practicable.

# Sixth Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

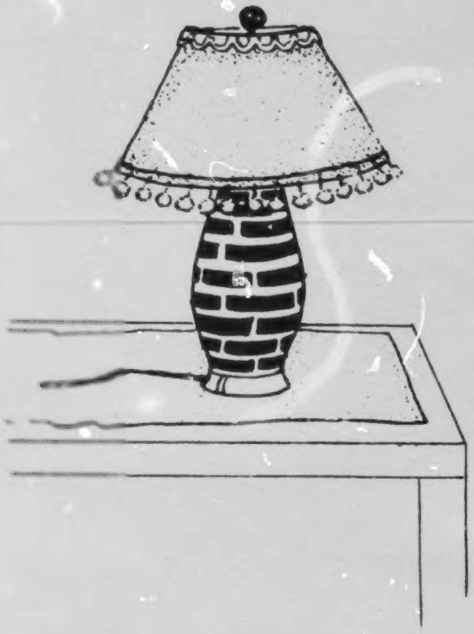
SUBCONCEPT

*There is a relationship among interests, aptitudes, achievements, values, and occupations.*

ENHANCE PUPIL APPRECIATION OF HOW SKILLS, BEHAVIORS, AND APTITUDES WHICH THEY NOW HAVE, ARE A PART OF CERTAIN OCCUPATIONAL PERFORMANCE REQUIREMENTS.

Though the children may have gathered information about purposes, tasks, and work settings of many jobs, it is important to focus upon the worker and

EXPAND PUPIL OCCUPATIONAL INFORMATION TO INCLUDE CHARACTERISTICS OF SPECIFIC WORKERS.



Understanding the requirements and opportunities of several occupations, pupils may be ready to pick out those which correspond to their own interests and aptitudes.

GIVE PUPILS AN OPPORTUNITY TO MATCH THEIR INTERESTS, APTITUDES, VALUES, AND ACHIEVEMENTS WITH SEVERAL OCCUPATIONS.

Helpful and motivating may be to

STIMULATE PUPIL INTEREST IN WAYS IN WHICH OTHERS WERE SUCCESSFUL IN USING SELF-KNOWLEDGE IN THE CHOICE OF THEIR PROFESSIONS.

# Fifth Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

*An individual can differentiate between himself and others in terms of interests, aptitudes, values, and achievements in and out of school.*

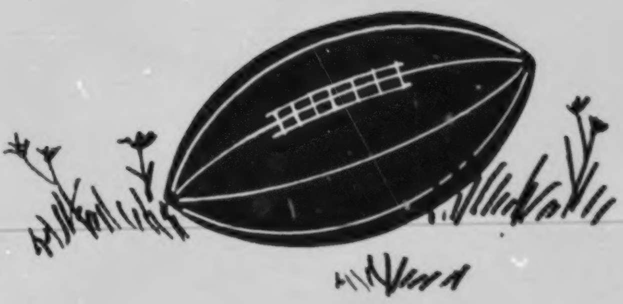
At this level the pupils will be able to describe and differentiate themselves from others in more precise ways. The teacher can

> PROVIDE PUPILS WITH CONCRETE METHODS OF ANALYZING OR PROFILING HIMSELF IN TERMS OF INTERESTS, APTITUDES, VALUES, AND ACHIEVEMENTS;

and

> GIVE PUPILS OPPORTUNITY TO COMPARE THEIR OWN SELF ANALYSES WITH THOSE OF CLASSMATES.

To find out whether self knowledge and understanding of others is meaningful, the teacher might wish to



> STRUCTURE EXPERIENCES IN WHICH PUPILS CAN UTILIZE INDIVIDUAL DIFFERENCES IN A COOPERATIVE EFFORT,

and

> ENCOURAGE PUPILS TO DISPLAY BY THEIR ACTIONS SENSITIVITY TOWARD, AS WELL AS ACCEPTANCE OF, THE DIFFERENCES OF OTHERS.

Self-knowledge can help the children to isolate personal characteristics which they would like to change. The teacher may offer to

> GUIDE PUPILS IN PLANNING SELF-HELP PROGRAMS FOR DEVELOPING OR CHANGING CERTAIN INTERESTS, VALUES, OR ACHIEVEMENTS.

Some achievements are assigned as responsibilities. Others are accomplished in complete freedom. The teacher may wish to

> STIMULATE INTEREST IN "JOB" VERSUS "LEISURE-TIME" ACTIVITIES,

and also

> GIVE PUPILS OPPORTUNITIES TO EMPLOY MORE THAN ONE STRATEGY IN PURSUING AN ACHIEVEMENT IN WHICH ONE HAS AN INTEREST BUT NO APTITUDE,

or

> AN APTITUDE BUT NO INTEREST.

Sometimes the effort to achieve is ended before the goal is reached. The teacher can

> BROADEN PUPIL UNDERSTANDING OF SITUATIONS IN WHICH A PURSUIT MIGHT BE LEFT BEFORE AN ACHIEVEMENT IS COMPLETED.

Hopefully the achievements of others can be positive experiences for the children. It is necessary to

> DEVELOP PUPIL ABILITIES TO RESPECT AND COOPERATE WITH THE ACHIEVEMENTS OF OTHERS.

# Fourth Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

*Achievements in school and out of school are often dependent upon interests, aptitudes, and values.*

Two precautionary conditions can help to remove any artificial barriers between "in school" and "out of school."

TAKE ALL POSSIBLE MEASURES TO KEEP INTEREST AND RELEVANCE LEVELS IN SCHOOL ACTIVITIES HIGH.

At the same time,

MAKE ROOM FOR ENRICHMENT AND APPRECIATION OF PUPILS' "OUTSIDE" INTERESTS IN SCHOOL.

Usually persons can find specific reasons for their achievements.

PROVIDE OPPORTUNITIES FOR PUPILS TO ANALYZE PERSONAL ACHIEVEMENTS IN TERMS OF THE INTERESTS, VALUES, AND APTITUDES WITH WHICH THEY WERE PURSUED.

Interests and values are two variables nearly always affecting achievement. It is important to

DEVELOP PUPIL UNDERSTANDING OF THE INFLUENCE OF CHANGING INTERESTS AND VALUES UPON PERSONAL ACHIEVEMENTS OF THEMSELVES AND OTHERS.

In spite of physical differences, we are all equally endowed in terms of our humanity. It is important to

STRENGTHEN PUPIL UNDERSTANDING OF THE FAMILY OF MAN--ITS HUMAN SIMILARITIES EXPRESSED IN RACIAL DIFFERENCES.

Many physical characteristics can be modified and controlled.

STRUCTURE AN EXPERIENCE IN WHICH PUPILS CAN EXPLORE WAYS WE HAVE OF CONTROLLING PHYSICAL CHARACTERISTICS--SUCH AS HEALTH, CLEANLINESS, AND NEATNESS PRACTICES.

A physical handicap is a great challenge to an individual. The handicapped exhibit courage as well as special skills which deserve recognition.

DEVELOP PUPIL APPRECIATION OF THE ACHIEVEMENTS OF THE PHYSICALLY HANDICAPPED.

At all times

CREATE A CLASSROOM ATMOSPHERE OF RESPECT FOR ALL PHYSICAL DIFFERENCES.

# Third Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

*Individuals differ in their physical characteristics.*

Some physical characteristics are obvious--some seem important to children--others not. The teacher may wish to

> DIRECT PUPIL ATTENTION TO THE VARIETIES OF PHYSICAL CHARACTERISTICS,

and

> OFFER OPPORTUNITIES TO DESCRIBE AND MEASURE PHYSICAL CHARACTERISTICS.

By the third experience level, many children have assumed prejudices and stereotypes attached to sex differences. The teacher may wish to use various means to

> EMPHASIZE THAT PHYSICAL CHARACTERISTICS OF GIRLS COMPARED TO BOYS DO NOT DETERMINE APTITUDES OR ACHIEVEMENTS.

Children grow. Adults age. These facts are easily observed and also intriguing. The teacher can

> EXPAND PUPIL UNDERSTANDING OF WAYS PHYSICAL CHARACTERISTICS CHANGE IN THEMSELVES AND OTHERS.

Aptitudes are not always obvious. The teacher can

EXPAND PUPIL UNDERSTANDING OF WAYS HE HAS DISCOVERED HIS APTITUDES IN SCHOOL, AT HOME, IN THE COMMUNITY,

and

STRENGTHEN PUPIL APPRECIATION OF WAYS OTHERS HAVE DISCOVERED THEIR APTITUDES.

The teacher may wish to

ENCOURAGE PUPILS TO THINK OF APTITUDES THEY USED IN THE PAST AND COMPARE THEM WITH THOSE THEY MIGHT WISH TO USE IN THE FUTURE.

We can easily be confused when our aptitudes conflict with interests or achievements. The teacher may

ESTABLISH UNDERSTANDING THAT APTITUDE NEED NOT BE RELATED TO INTEREST OR ACHIEVEMENT.

Cooperative efforts are good illustrations of this subconcept. The teacher may

PROVIDE AN EXPERIENCE WHICH REQUIRES THE INDIVIDUAL TO DEMONSTRATE SEVERAL DIFFERENT APTITUDES.

Sometimes, though a person does not have an aptitude, he does learn a behavior. The teacher might wish to

INSURE OPPORTUNITIES TO LEARN HELPFUL BEHAVIORS FOR WHICH ONE MIGHT NOT HAVE AN APTITUDE.

# Second Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

*An individual has aptitudes for various tasks.*

In the , the student will be able to

. . . distinguish between activities which one can perform readily and those which require some degree of effort.

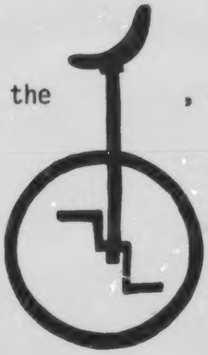
. . . identify at least one intellectual, social, and physical aptitude of one's own.

In the , the student will be able to

. . . match a specified number of tasks to one's own opinion of personal aptitudes.

. . . identify abilities he needs to develop in order to carry out a given task.

. . . compete with oneself in developing speed and accuracy in basic academic skills.

In the , the student will be able to

. . . manipulate a specified number of simple hand tools with reasonable success.

. . . practice physical skills in which improvement is needed, or desired.

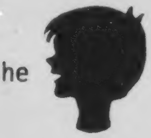
# Third Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

*Individuals differ in their physical characteristics.*

In the , the student will be able to

. . . match names of members of the class to a list of certain physical characteristics.

. . . observe and record physical characteristics of workers in different occupations.

. . . compare the physical characteristics of one's own group with information about those of people in other parts of the world.

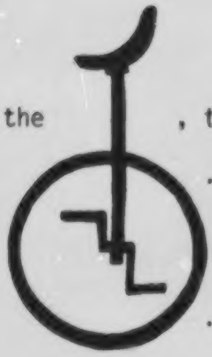
In the , the student will be able to

. . . compare measurements of bodily dimensions (e.g., span, reach, height) of oneself and of classmates.

. . . record and compare achievements in a specified number of physical activities by members of the class.

. . . study the official school records of the physical growth of oneself and of classmates since entering school.

. . . discuss how physical characteristics relate to values, aptitudes, interests, and achievements.

In the , the student will be able to

. . . prepare graphs or charts of the distribution of certain physical characteristics among class members.

. . . apply one's physical talents effectively to a specified number of tasks.

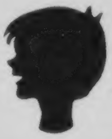
# Fourth Experience Level

### MAJOR CONCEPT

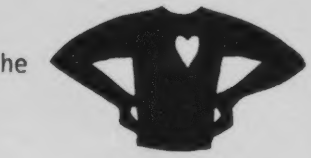
Individuals differ in their interests, aptitudes, values, and achievements.

### SUBCONCEPT

*Achievements in school and out of school are dependent upon interests, aptitudes, and values.*

In the , the student will be able to

- . . . distinguish between an interest and a value; an interest and an aptitude; an aptitude and a value.
- . . . report on how interests, aptitudes, or values contributed to certain successes of adult acquaintances.
- . . . interpret the achievements of at least two famous people in terms of their interests, aptitudes, or values.
- . . . identify at least one situation in which one's own interest and aptitude are in opposition.

In the , the student will be able to

- . . . relate a certain number of personal achievements which have been accomplished within the past year to specific interests, or aptitudes, or values of one's own.

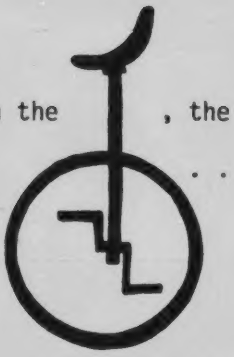
. . . state one's feelings about certain personal achievements.

. . . discuss the relationship between one's leisure-time activities and relevant interests, aptitudes, and values.

. . . describe a personal achievement for which one has no particular interest.

. . . explain how one's own out-of-school job is related to his interests, aptitudes, and values.

. . . compare one's own interests and values with respect to in-school and out-of-school activities.

In the , the student will be able to

. . . perform certain physical tasks which coincide with one's stated opinion of personal abilities.

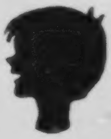
# Fifth Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

*An individual can differentiate between himself and others in terms of interests, aptitudes, values, and achievements in and out of school.*

In the , the student will be able to

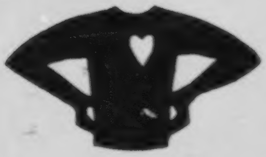
. . . report one's own responses to an interest inventory together with those of at least two classmates.

. . . describe how one's own work values differ from those of at least one other person.

. . . describe how one's own work interests differ from those of at least one other person.

. . . describe how one's own work aptitudes differ from those of at least one other person.

. . . describe how one's own work achievements differ from those of at least one other person.

In the , the student will be able to

. . . cooperate with a classmate in listing and comparing their respective interests, aptitudes, values, and achievements.

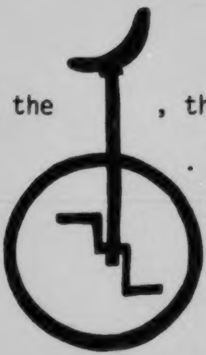
. . . discuss the normality of differences in interests, aptitudes, values, and achievements.

. . . rank order oneself with at least four other classmates according to a specified number of physical abilities.

. . . report about out-of-school work activities for which one is responsible.

. . . compare one's own free choice activities during a given weekend with those of a classmate.

. . . display by one's actions a sensitivity to individual differences of others.

In the , the student will be able to

. . . compete in a specified number of contests of manual dexterity; e.g., handwriting, balancing, stacking blocks.

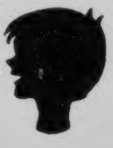
# Sixth Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

*There is a relationship among interests, aptitudes, achievements, values, and occupations.*

In the , the student will be able to

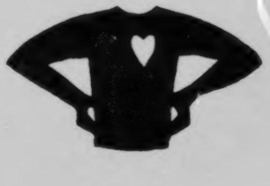
. . . classify a specified number of job descriptions as emphasizing "people," "ideas," or "things."

. . . infer how a given number of famous people probably came to make their occupational choices.

. . . categorize a specified number of occupations according to a given set of aptitudes, interests, or values.

. . . identify specific achievements required for entry into certain occupations.

. . . report on reasons why at least two adult acquaintances changed or stayed with their occupational choices.

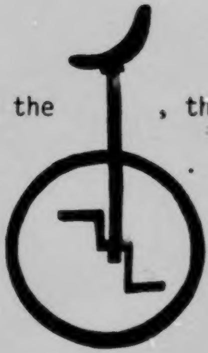
In the , the student will be able to

. . . identify at least two work possibilities which are congruent with one's own values.

. . . qualify one's rejections of certain work possibilities with specific reference to one's personal values.

. . . categorize a given number of occupations according to one's own interest or lack of interest.

. . . describe one's own feelings about working alone or with other people.

In the , the student will be able to

. . . perform a specified number of manual tasks related to a particular job family.

# IV. FRAMEWORKS FOR INTERACTING DIMENSIONS

## ATTITUDES AND APPRECIATIONS

## CAREER INFORMATION

## EDUCATIONAL AWARENESS

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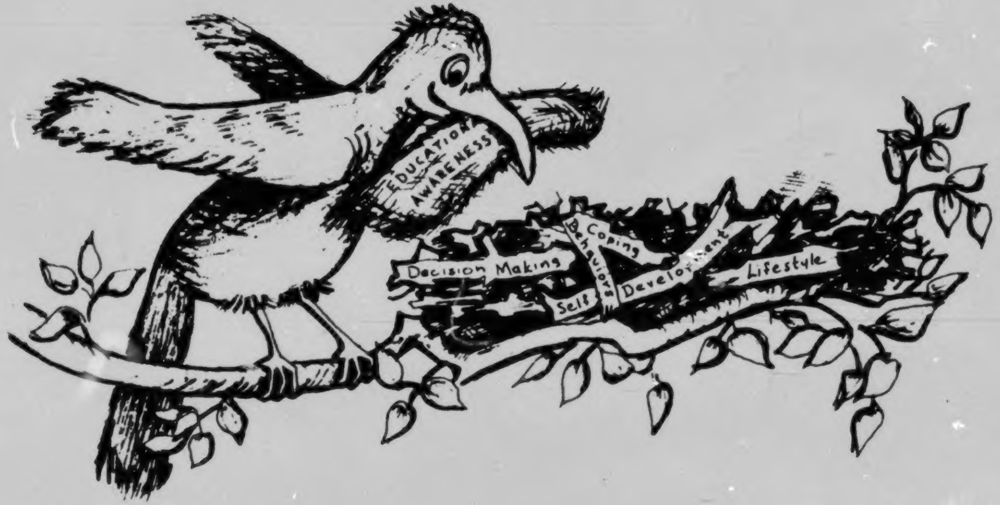
# Educational Awareness

Major Concept

EDUCATIONAL SKILLS AND EXPERIENCES ARE RELATED TO THE ACHIEVEMENT OF CAREER GOALS.


EDUCATION AWARENESS
Decision Making
Coping Behaviors
Self Development
Lifestyle

305

# Introduction

Implementing this concept involves providing the conditions of educational relevance for each pupil. It is hoped that in-school learning experiences make a continuing contribution to personal growth and practical skills which pupils use outside of school. Pupils have difficulty realizing the ultimate usefulness of education because of their limited experience in the world. Though we do not wish to detract from learning for its own sake, teachers need to intentionally relate in-school experiences to out-of-school possibilities and pleasures for the children, especially as these in-school experiences are the beginnings of professional qualifications. This orientation can help to identify learning as an integral and continuing part of life, which depends upon willingness to learn as well as the ability.

Due to the nature of the content of the Educational Awareness dimension, all pupil performance objectives are stated in terms relating to the affective domain.

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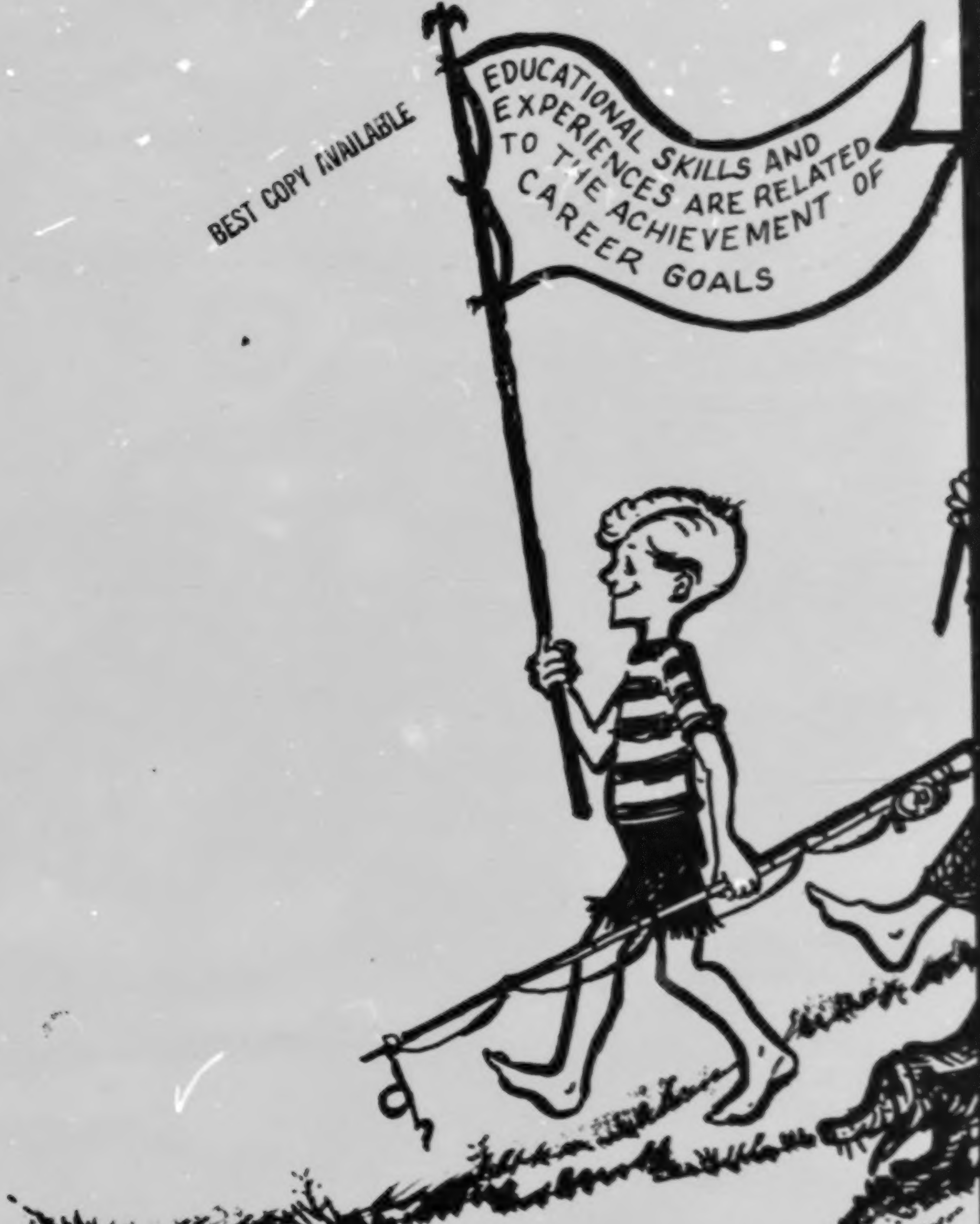
EDUCATIONAL SKILLS AND EXPERIENCES ARE RELATED TO THE ACHIEVEMENT OF CAREER GOALS

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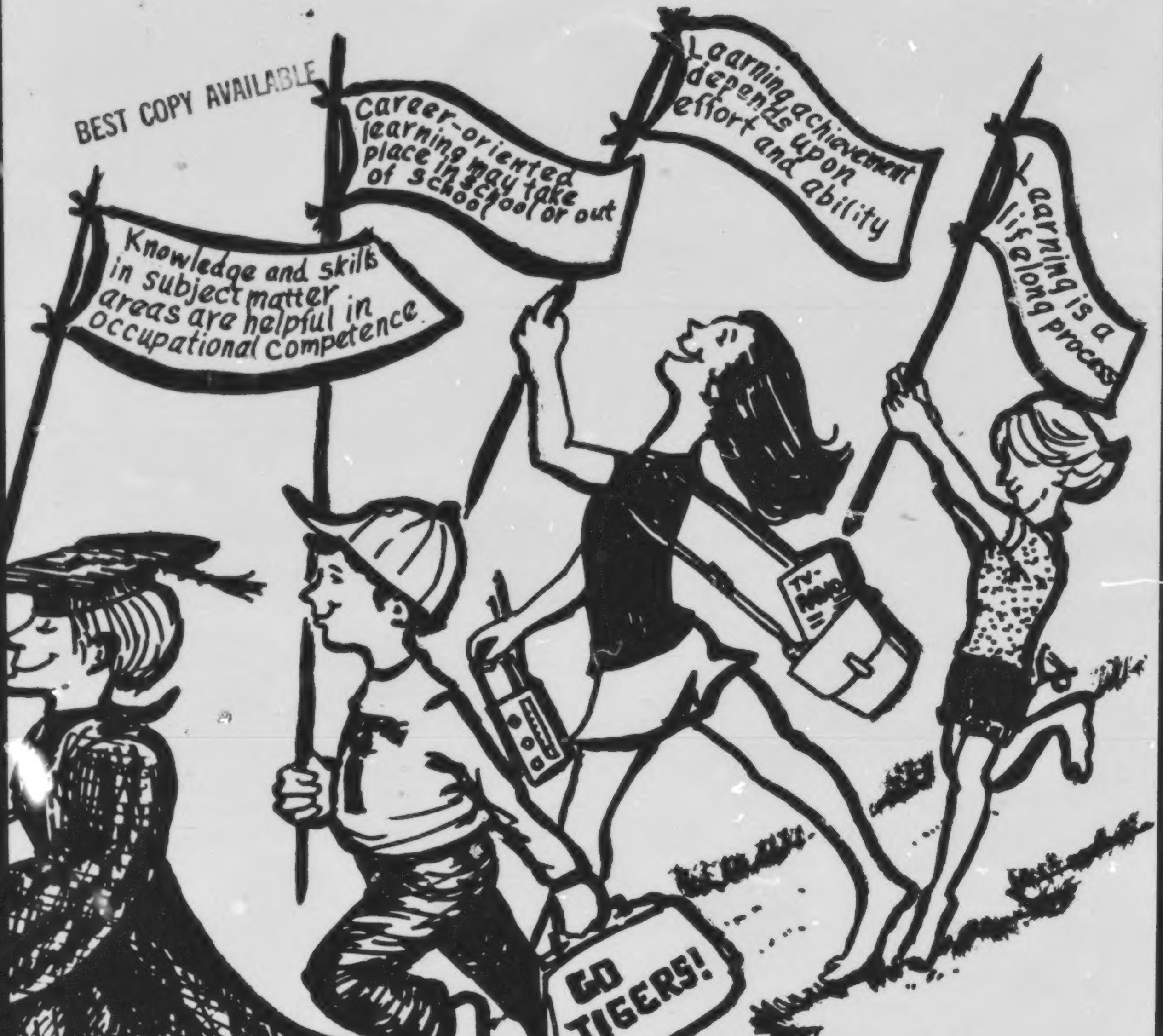
Knowledge and skills in subject matter areas are helpful in occupational competence
Career-oriented learning may take place in school or out of school
Learning achievement depends upon effort and ability
Learning is a lifelong process
TV-RADIO
GO TIGERS!

## Major Concept

Educational skills and experiences are related to the achievement of career goals.

## Subconcept

*Knowledge and skills in subject matter areas are helpful in occupational competence.*

## Teacher Goals

INTEREST PUPILS IN KNOWLEDGE AND SKILLS USED IN VARIOUS OCCUPATIONS.

STRUCTURE EXPERIENCES IN WHICH PUPILS USE SUBJECT AREA SKILLS AND KNOWLEDGE TO SIMULATE OCCUPATIONAL ACTIVITIES.

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## Pupil Performance Objectives

. . . relate a particular academic skill to the requirements of at least three different occupations.

. . . identify academic knowledge and skills used by a particular worker in his job.

. . . identify physical or artistic skills used by a particular worker in his job.

. . . relate one's own learning achievements to at least two different job descriptions.

## Major Concept

Educational skills and experiences are related to the achievement of career goals.

## Subconcept

*Career-oriented learning may take place in school or out of school.*

## Teacher Goals

SHARPEN PUPIL PERCEPTION OF THE MANY CONTEXTS IN WHICH LEARNING MAY TAKE PLACE.

RECOGNIZE AND SUPPORT PUPILS WHO UNDERTAKE SIGNIFICANT OUT-OF-SCHOOL ACTIVITIES.

## Pupil Performance Objectives

. . . identify at least one particular fact or skill which one has learned out of school.

. . . identify at least two specific skills or facts that one has learned via instruction in school.

. . . report on how preparation for a particular occupation was achieved during a given period in history.

. . . list at least two different ways that a person may learn a skill or fact other than by direct instruction.

. . . classify a specified number of occupations according to their formal educational requirements.

310

## Major Concept

Educational skills and experiences are related to the achievement of career goals.

## Subconcept

*Learning is a lifelong process.*

## Teacher Goals

BUILD NEW LEARNINGS UPON PREVIOUS LEARNINGS FOR INDIVIDUAL PUPILS.

ENLARGE PUPIL PERSPECTIVES SO THAT THEY MAY UNDERSTAND THE CONTINUING LEARNINGS OF PRE-SCHOOL CHILDREN AS WELL AS ADULTS.

---

## Pupil Performance Objectives

. . . cite the work experience of an adult acquaintance as an example of the continuing nature of learning.

. . . name at least one adult acquaintance who is attending a school of some kind, and tell what his purposes in attending are.

. . . report on the achievements of a particular inventor or explorer.

. . . explain how changes in technology, science, or the environment may require most people to add new knowledge or skills to their lives.

. . . compare the contents of a particular text for one's own grade level with those of a related text for a different grade level.

. . . name at least three learnings one had accomplished before entering school.

## Major Concept

Educational skills and experiences are related to the achievement of career goals.

## Subconcept

*Learning achievement depends upon effort and ability.*

## Teacher Goals

REWARD EFFORT AS WELL AS ACHIEVEMENT.

APPRECIATE INDIVIDUAL DIFFERENCES IN PUPIL ABILITIES.

CREATE DIFFERENT AND STIMULATING WAYS TO ACQUIRE SPECIFIC SKILLS SO THAT CONTINUED EFFORT WILL BE ENCOURAGED.

OFFER PUPIL MANY OPPORTUNITIES TO PERFORM SUCCESSFULLY AFTER LEARNING HAS BEEN ACHIEVED.

---

## Pupil Performance Objectives

. . . describe how one's attitude toward a particular task may affect one's effort.

. . . differentiate between being willing to learn and being able to learn.

. . . tell of at least one instance in which one's deliberate efforts to improve resulted in increased ability or knowledge.

. . . cite an example of a fact or skill which is prerequisite to another.

. . . offer encouragement to a classmate who is having difficulty with a particular task.

# Attitudes and Appreciations

Major Concept

SOCIETY IS DEPENDENT UPON THE PRODUCTIVE WORK OF INDIVIDUALS.

ATTITUDES AND APPRECIATIONS
Decision Making
Self
Behaviors
Coping
Development
Lifestyle

# Introduction

Since prehistoric times people have lived in groups. When work is shared in a group and tasks become specialized no one person must struggle to meet his own total needs. Today the well-being of our highly technical society depends upon the contribution of many individual workers, including those in authority. When every member does his part, group goals can be attained.

The class itself is a small society. Each pupil is a worker upon which the class depends. Classroom experiences can provide realistic examples of these subconcepts. The teacher can help pupils develop personal understandings of the responsibilities of group members by taking steps to see that these are often delegated. Classmates take pride in completing tasks and meeting expectations in work settings of various kinds of groups. Such understandings easily transfer to the world of work. The teacher needs to provide enough occupational information to make it possible for pupils to draw this relationship.

Due to the nature of the content of the Attitudes and Appreciations dimension, all pupil performance objectives are stated in terms relating to the affective domain.

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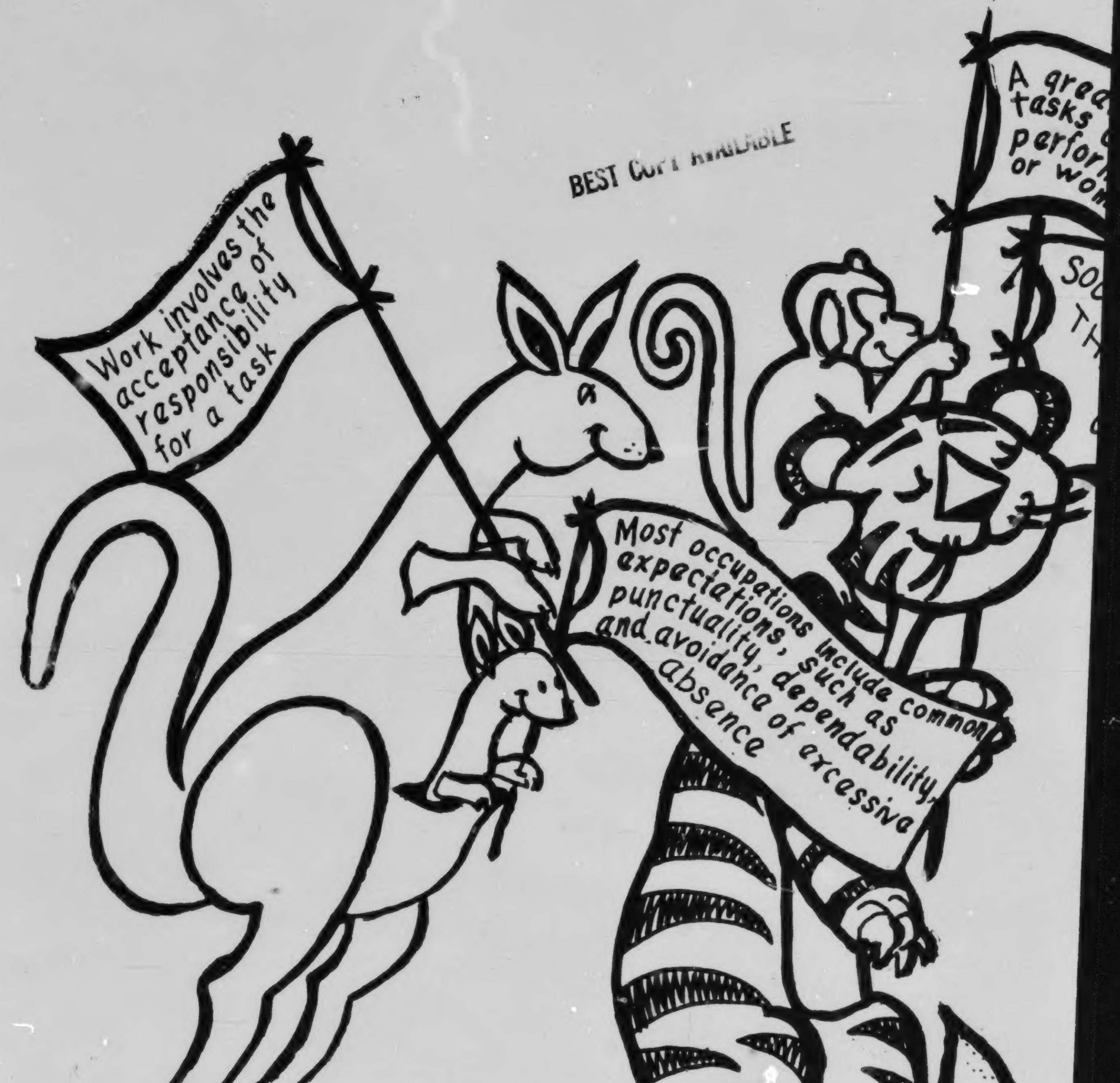
Work involves the acceptance of responsibility for a task
Most occupations include common expectations, such as punctuality, dependability, and avoidance of excessive absence
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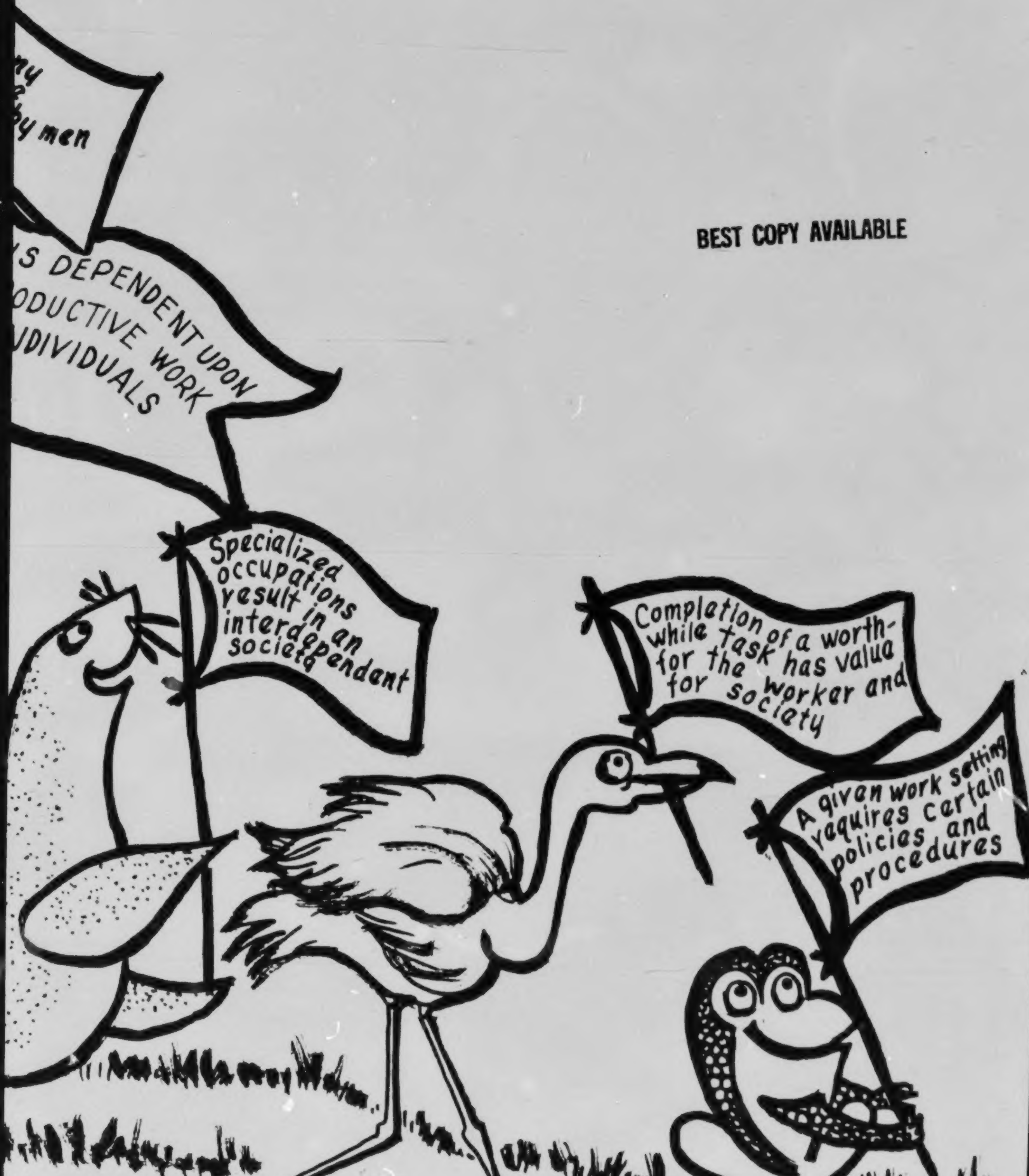
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S DEPENDENT UPON
ODUCTIVE WORK
DIVIDUALS
Specialized occupations result in an interdependent society
Completion of a worth-while task has value for the worker and society
A given work setting requires certain policies and procedures

## Major Concept

Society is dependent upon the productive work of individuals.

## Subconcept

*Completion of a worthwhile task has value for the worker and for society.*

## Teacher Goals

DEVELOP PERSONAL COMMITMENTS TO THE COMPLETION OF TASKS.

OFFER OPPORTUNITIES FOR PUPILS TO FEEL SATISFACTIONS FROM COMPLETION OF WORTHWHILE TASKS.

STRIVE TO ASSIGN TASKS WHICH ARE ABLE TO BE COMPLETED BY INDIVIDUALS AND WHICH ARE VALUED BY THEMSELVES AND BY OTHERS.

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## Pupil Performance Objectives

. . . explain the completion of a particular task at school or home in terms of value to one or more other individuals.

. . . discuss the different feelings which one has upon finishing a specified number of tasks.

. . . compliment a classmate for a task well done.

. . . identify the particular contributions made to society by a specified number of workers.

## Major Concept

Society is dependent upon the productive work of individuals.

## Subconcept

*Work involves the acceptance of responsibility for a task.*

## Teacher Goals

PROVIDE OPPORTUNITIES FOR PUPILS TO DEVELOP INDEPENDENCE AND RESPONSIBILITY BY CHOOSING THEIR OWN LEARNING TASKS.

SHARPEN PUPIL PERCEPTION OF ACCEPTANCE OF A TASK AS A PERSONAL FREEDOM.

HELP PUPILS TO EXPLAIN THE MEANING AND IMPLICATIONS OF FULL RESPONSIBILITY FOR COMPLETION OF A TASK.

DIRECT PUPIL ATTENTION TO THE SMOOTH FUNCTION OF WORK WHEN INDIVIDUALS ARE DEPENDABLE.

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## Pupil Performance Objectives

. . . describe a particular school task as an acceptance of responsibility to oneself, or to others.

. . . report on one's own responsibilities for tasks at home.

. . . describe the effects upon oneself when another person failed to perform a task and vice versa.

. . . discuss the mutual expectations in a particular written or implied contract.

. . . tell about a situation in which one voluntarily assumed responsibility for a task.

## Major Concept

Society is dependent upon the productive work of individuals.

## Subconcept

*A great many tasks can be performed by men or women.*

## Teacher Goals

IF CLASSROOM GROUPS OR TASKS OR BEHAVIORS HAVE BECOME SEX STEREOTYPED, MAKE CAREFUL INTENTIONAL EFFORTS TO EQUALIZE BOY-GIRL ROLES.

OFFER ADEQUATE AND UNBIASED INFORMATION ABOUT OCCUPATIONS AND OCCUPATIONAL QUALIFICATIONS TO ENABLE PUPILS TO CONCLUDE THAT ALMOST ALL WORK CAN BE CARRIED OUT EQUALLY WELL BY EITHER SEX.

---

## Pupil Performance Objectives

. . . cite at least two particular tasks in a given work setting as suitable for either men or women.

. . . identify a specific occupation that normally involves only men (or women), and discuss whether or not that normal expectation is valid.

## Major Concept

Society is dependent upon the productive work of individuals.

## Subconcept

*Most occupations include common expectations, such as punctuality, dependability, and avoidance of excessive absence.*

## Teacher Goals

INCREASE PUPIL INFORMATION REGARDING THE COMMON EXPECTATIONS OF MOST OCCUPATIONS.

PROVIDE OPPORTUNITIES FOR PUPILS TO PRACTICE THESE COMMON EXPECTATIONS IN THEIR SCHOOL EXPERIENCE.

HELP PUPILS TO REALIZE THE MANY ADVANTAGES FOR THE WORKER AND FOR HIS GROUP WHEN THESE COMMON EXPECTATIONS ARE MET.

REWARD CONTINUED ACHIEVEMENT IN ATTENDANCE, PUNCTUALITY, DEPENDABILITY.

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## Pupil Performance Objectives

. . . list at least five occupations which require specified daily hours.

. . . name at least two occupations which largely permit a worker to control his own use of time.

. . . discuss interrelationships of common expectations with respect to performing a given task.

. . . classify a specified number of behaviors as always expected, never expected, or sometimes expected, with respect to a given list of occupations.

## Major Concept

Society is dependent upon the productive work of individuals.

## Subconcept

*A given work setting requires certain policies and procedures.*

## Teacher Goals

INTEREST PUPILS IN THE POLICIES AND PROCEDURES OF DIFFERENT WORK SETTINGS.

STRUCTURE EXPERIENCES IN WHICH PUPILS CAN SIMULATE POLICIES AND PROCEDURES OF DIFFERENT WORK SETTINGS.

## Pupil Performance Objectives

. . . describe a particular behavior which would be acceptable in one work setting but not in another.

. . . take part in a dramatization of a newly hired worker being oriented to a particular work setting.

. . . discuss how policies and procedures require support from all concerned.

## Major Concept

Society is dependent upon the productive work of individuals.

## Subconcept

*Specialized occupations result in an interdependent society.*

## Teacher Goals

FOCUS PUPIL ATTENTION UPON SPECIALIZATION AND INTERDEPENDENCE IN CLASSROOM GROUPS.

BROADEN PUPIL UNDERSTANDING OF ADVANTAGES AND DISADVANTAGES OF SPECIALIZATION.

INTEREST PUPILS IN DESCRIBING THE RELATIONSHIPS BETWEEN VARIOUS SPECIALIZATIONS.

---

## Pupil Performance Objectives

. . . relate the goods or services of a given occupation to needs and expectations of at least three other parts of society.

. . . explain the dependence of a worker in a given occupation upon at least three other occupations.

. . . describe the relative degrees of dependence as exemplified by persons in primitive or pioneer societies.

. . . explain the interdependence of specializations within a given occupation.

# Career Information

**Major Concept**

BASIC CAREER INFORMATION WILL AID IN MAKING CAREER-RELATED DECISIONS.

CAREER INFORMATION
Decision Making
Coping Behaviors
Self Development
Lifestyle

formation Career Information Career Information Career Information Career Infc

# Introduction

One of the basic components for arriving at intelligent conclusions is a store of relevant factual information. As an individual grows toward eventual career-oriented decisions, practical knowledge of the natures and requirements of a substantial number of careers will be helpful. The teacher goals and pupil performance objectives for this dimension are formulated to acknowledge types of information which are common to most occupations. One such topic is the preparations needed for entry into various fields of work. Expectations for particular occupations in terms of aptitudes, terminology, equipment, clothing, and work settings are likewise helpful for organizing one's accumulating knowledge of the world of work.

Due to the nature of the content of the Career Information dimension, all pupil performance objectives are stated in terms relating to the cognitive domain.

CAREERS
CAREERS

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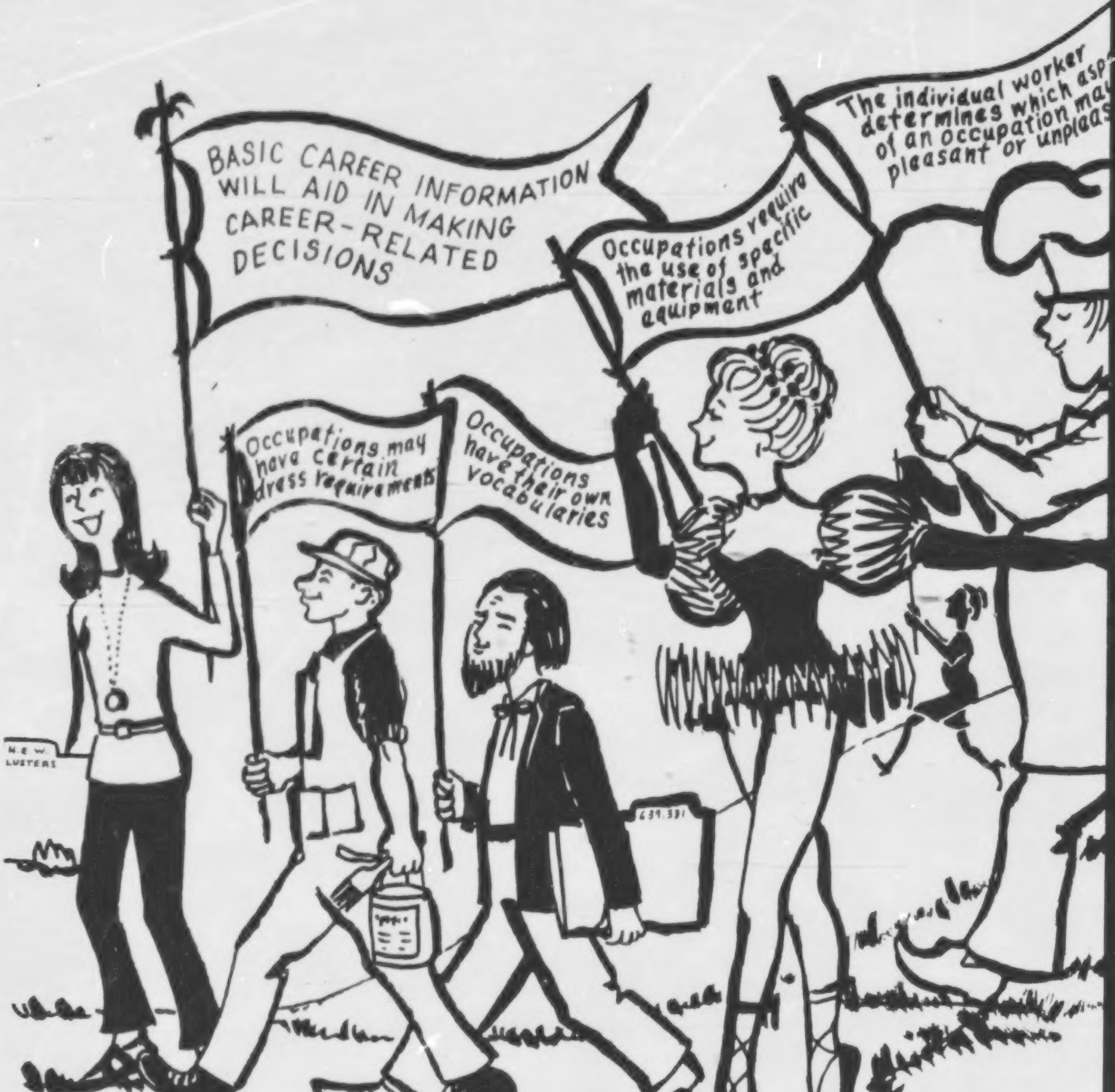
BASIC CAREER INFORMATION WILL AID IN MAKING CAREER-RELATED DECISIONS
Occupations may have certain dress requirements
Occupations have their own vocabularies
Occupations require the use of specific materials and equipment
The individual worker determines which asp of an occupation ma pleasant or unpleas
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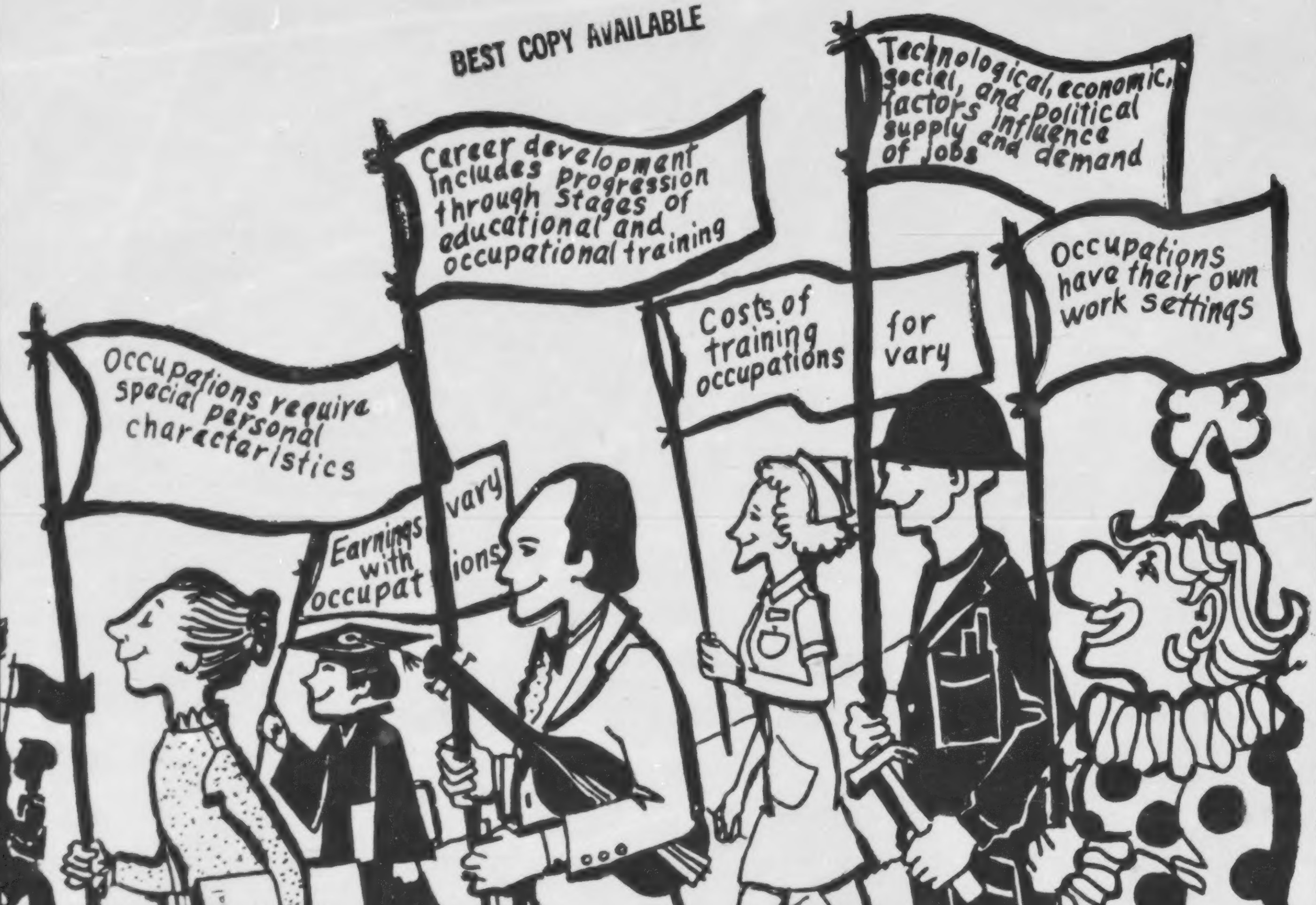
Occupations require special personal characteristics
Earnings vary with occupat ions
Career development includes progression through stages of educational and occupational training
Costs of training for occupations vary
Technological, economic, social, and political factors influence supply and demand of jobs
Occupations have their own work settings
Occupational Outlook Handbook

## Major Concept

Basic career information will aid in making career-related decisions.

## Subconcept

*Occupations may have certain dress requirements.*

## Teacher Goals

OFFER INFORMATION ABOUT DIFFERENT DRESS REQUIREMENTS OF SEVERAL OCCUPATIONS.

INTEREST PUPILS IN REASONS WHY SOME OCCUPATIONS REQUIRE CERTAIN FORMS OF DRESS.

ENCOURAGE PUPILS TO EXPLORE THEIR FEELINGS ABOUT THEMSELVES WHEN THEY ARE DRESSED IN DIFFERENT WAYS.

## Pupil Performance Objectives

. . . name at least two occupations which normally require a uniform.

. . . appraise the pros and cons of a school dress code.

. . . distinguish the reasons for dress requirements in a particular occupation.

## Major Concept

Basic career information will aid in making career-related decisions.

## Subconcept

*Occupations require the use of specific materials and equipment.*

## Teacher Goals

OFFER INFORMATION ABOUT THE MATERIALS AND EQUIPMENT USED IN DIFFERENT OCCUPATIONS.

STRUCTURE EXPERIENCES IN WHICH PUPILS CAN PRACTICE BEGINNING SKILLS WITH SIMPLE EQUIPMENT USED IN DIFFERENT OCCUPATIONS.

FOCUS PUPIL ATTENTION UPON THE WAYS ORDINARY CLASSROOM MATERIALS AND EQUIPMENT ARE ALSO USED IN VARIOUS OCCUPATIONS.

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## Pupil Performance Objectives

. . . identify a specified number of tools according to the occupations in which they are used.

. . . list materials and equipment required by workers in at least two different occupations.

. . . tell about a tool or machine devised specifically for a particular occupational task.

## Major Concept

Basic career information will aid in making career-related decisions.

## Subconcept

*Occupations have their own vocabularies.*

## Teacher Goals

PROVIDE PUPILS WITH VARIOUS OPPORTUNITIES TO USE WORDS FROM THE VOCABULARIES OF SPECIFIC OCCUPATIONS.

STIMULATE PUPILS TO SPECIFY THE VOCABULARIES WHICH PERTAIN TO CERTAIN AREAS OF THEIR OWN EXPERIENCE, SUCH AS ATHLETICS, HOME, SCHOOL, PART-TIME JOB, SECRET CLUB.

INTEREST PUPILS IN HOW SPECIFIC VOCABULARIES COME TO BE AND THEIR ADVANTAGE TO THOSE WHO USE THEM.

## Pupil Performance Objectives

. . . match a specified number of vocabulary terms with the names of specific occupations.

. . . define a given number of vocabulary terms for a specific occupation.

## Major Concept

Basic career information will aid in making career-related decisions.

## Subconcept

*The individual worker determines which aspects of an occupation may be pleasant or unpleasant.*

## Teacher Goals

OFFER PUPILS OPPORTUNITIES TO DESCRIBE THEIR OWN LIKES AND DISLIKES REGARDING A WORK SETTING WHICH THEY EXPERIENCE.

EXPAND PUPIL INFORMATION ABOUT POTENTIALLY PLEASANT AND UNPLEASANT ASPECTS OF AN OCCUPATION.

EMPHASIZE THAT SATISFACTIONS AND HARDSHIPS OF DIFFERENT KINDS OF WORK MIGHT DEPEND UPON THE PERSONALITY OF THE WORKER.

VARY THE LEARNING SITUATIONS IN SCHOOL OFTEN SO THAT EACH PUPIL CAN SOMETIMES WORK IN THE SETTING MOST FAVORABLE TO HIM.

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## Pupil Performance Objectives

. . . distinguish between classroom or other school activities that most classmates like or do not like.

. . . report on the opinions of at least two adult acquaintances in the same occupation with respect to their occupational likes and dislikes.

. . . point out potentially pleasant or unpleasant features of a particular job description.

## Major Concept

Basic career information will aid in making career-related decisions.

## Subconcept

*Occupations have their own work settings.*

## Teacher Goals

LEAD PUPILS TO EXPLORE AND SPECIFY THE WORK SETTINGS OF SEVERAL DIFFERENT OCCUPATIONS.

STRUCTURE EXPERIENCES ALLOWING PUPILS TO WORK IN DIFFERENT ENVIRONMENTS.

HELP PUPILS TO SPECIFY AND UNDERSTAND THEIR OWN PREFERENCES IN WORK ENVIRONMENTS.

## Pupil Performance Objectives

. . . match a specified number of occupations with descriptions of particular work environments.

. . . describe at least two ways in which occupational settings may differ from each other.

## Major Concept

Basic career information will aid in making career-related decisions.

## Subconcept

*Occupations require special personal characteristics.*

## Teacher Goals

INCREASE PUPIL INFORMATION REGARDING THE PERSONAL CHARACTERISTICS WHICH DIFFERENT WORKERS APPLY IN THEIR OCCUPATIONS.

HELP PUPILS TO IDENTIFY THEIR OWN APTITUDES, STRENGTHS, AND WEAKNESSES.

ENCOURAGE PUPILS TO RELATE THEIR OWN PERSONAL CHARACTERISTICS TO OCCUPATIONAL REQUIREMENTS.

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## Pupil Performance Objectives

. . . describe how certain physical, social, or intellectual characteristics are needed for a particular occupation.

. . . identify specific physical, social, or intellectual characteristics which are not necessarily required in a particular occupation.

. . . classify a given number of occupations according to their requiring or not requiring a specified physical, social, or intellectual characteristic.

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## Major Concept

Basic career information will aid in making career-related decisions.

## Subconcept

*Earnings vary with occupations.*

## Teacher Goals

HELP PUPILS TO EXPLAIN THE MEANING AND FUNCTION OF WAGES.

BROADEN PUPIL UNDERSTANDING OF REASONS WHY EARNINGS VARY WITH OCCUPATIONS.

DEVELOP PUPIL AWARENESS THAT AN INDIVIDUAL OFTEN ACCEPTS RESPONSIBILITY FOR TASKS FOR WHICH THERE ARE NO WAGES.

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## Pupil Performance Objectives

. . . point out the relationship between wages and motivation for working.

. . . classify a specified number of occupations according to their general income expectations.

. . . describe rewards other than monetary from a particular occupation.

## Major Concept

Basic career information will aid in making career-related decisions.

## Subconcept

*Career development includes progression through stages of educational and occupational training.*

## Teacher Goals

STIMULATE PUPILS TO EXPLORE THE EDUCATIONAL AND OCCUPATIONAL TRAINING REQUIRED FOR SEVERAL UNSKILLED, SKILLED, AND PROFESSIONAL OCCUPATIONS.

FOCUS PUPIL ATTENTION UPON THEIR PRESENT SCHOOLING AS INTEGRAL TO CAREER DEVELOPMENT.

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## Pupil Performance Objectives

. . . classify a specified number of occupations according to their respective preparatory requirements.

. . . summarize the occupational preparation experienced by at least two adult acquaintances.

. . . relate specific school experiences to possible occupational competence.

## Major Concept

Basic career information will aid in making career-related decisions.

## Subconcept

*Costs of training for occupations vary.*

## Teacher Goals

INCREASE PUPIL INFORMATION REGARDING THE COSTS OF SEVERAL KINDS OF OCCUPATIONAL TRAINING.

ENHANCE PUPIL UNDERSTANDING OF THE MANY WAYS IN WHICH THEIR PRESENT EDUCATION IS FINANCED.

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## Pupil Performance Objectives

. . . classify a specified number of occupations according to their respective costs in preparation and/or continuance.

. . . compare in detail the costs of preparation and/or continuance for two different occupations.

## Major Concept

Basic career information will aid in making career-related decisions.

## Subconcept

*Technological, economic, social, and political factors influence supply and demand of jobs.*

## Teacher Goals

HELP PUPILS IN EXAMINING TECHNOLOGICAL, ECONOMIC, SOCIAL, AND POLITICAL REASONS WHY THE NUMBER OF AVAILABLE JOBS AND THE NUMBER OF AVAILABLE WORKERS ARE NOT ALWAYS EQUAL.

LEAD PUPILS TO EXPLORE PROBLEMS WHICH ARISE WHEN JOB SUPPLY AND DEMAND ARE UNEQUAL.

## Pupil Performance Objectives

. . . explain probable geographical reasons why a particular facility (business, industry, recreational) is located where it is.

. . . identify examples of unemployment in terms of supply and demand of jobs.

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# APPENDIXES

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NOTE: Appendixes A and B are first-draft, working documents that have since been revised. These documents are included in this publication to give historical perspective on how the career development concepts and subconcepts were derived.

Appendix C is a final-copy document.

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## APPENDIX A.

## MAJOR CONCEPTS ORGANIZED BY DIMENSION

### Attitudes and Appreciations

1. All productive and honest work is good and contributes in a positive way to society.
2. Society is dependent upon the work of many people.
3. Every worker has responsibilities to himself and to others.

### Coping Behaviors

1. Individuals can learn to perform adequately in a variety of occupations and occupational environments.
2. There are identifiable attitudes and behaviors which enable one to obtain and hold a job.
3. Personal values influence work situation coping behaviors.

### Career Information

1. Societal needs determine vocational opportunity.
2. Career development includes progression through stages of educational and occupational experience.
3. There are ways to obtain basic information which will aid the decision-making process.
4. There is a wide variety of occupations which may be classified in several ways.

### Decision Making

1. Life involves a series of choices about career commitments.
2. There are basic components of the decision-making process which can be applied to career-related decisions.

### Educational Awareness

1. Educational skills and experiences are related to the achievement of career and life goals.

## Educational Awareness (Cont'd)

2. Different careers and life goals sometimes require different educational preparation.

## Lifestyle

1. Work affects an individual's standard of living (economic being).
2. Occupational choice affects the range of social benefits available to an individual (social being).
3. A relationship exists between a person's career and one's responsibilities as a family member (family being).
4. There is a relationship between leisure-time activities and occupational choice (leisure being).
5. Moral principles are an integral part of life (moral being).

## Self-Development

1. An understanding and acceptance of self is important.
2. Social, economic, educational, and cultural forces influence self-development.
3. Individuals differ in their interests, abilities, attitudes, and values.
4. It is important to set personal goals for one's self.

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# APPENDIX B

## MAJOR CONCEPTS AND SUBCONCEPTS ORGANIZED BY DIMENSION

## ATTITUDES AND APPRECIATIONS

1. Major Concept

All productive and honest work is good and contributes in a positive way to society.

Readiness Level

The student will become aware that people who work help others.

First Experience Level

The student will become aware that all honest and productive jobs have worth.

Second Experience Level

The student will appreciate the importance and value of work for the individual and for all of society.

Third Experience Level

The student will understand that those who perform useful work produce goods and services that help others.

Fourth Experience Level

The student will become aware that work may provide the opportunity for an individual to enhance his own dignity and worth.

Fifth Experience Level

The student will recognize that there is a variety of careers by which an individual contributes to society.

Sixth Experience Level

The student will understand that society requires that all jobs be adequately filled.

2. Major Concept

Society is dependent upon the work of many people.

Readiness Level

The student will become aware that people work in many different kinds of jobs.

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## ATTITUDES AND APPRECIATIONS

Readiness Level (Cont'd)

The student will become aware that both men and women can often work in the same occupation.

First Experience Level

The student will recognize that various workers perform tasks which help the learner and others in the community.

Second Experience Level

The student will become aware that the work of one individual many times depends on the work of other individuals.

Third Experience Level

The student will recognize that it takes the work of many people to make possible all of the goods and services that we enjoy.

Fourth Experience Level

The student will become aware that specialization creates an interdependent society.

Fifth Experience Level

The student will recognize that the interaction and interdependency of workers is vital to achieve the goals of society.

Sixth Experience Level

The student will understand that the contribution of a wide range of occupations is necessary for the well-being of society.

3. Major Concept

Every worker has responsibilities to himself and to others.

Readiness Level

The student will become aware of the importance of completing a task.

First Experience Level

The student will become aware that completion of a task may benefit others.

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## ATTITUDES AND APPRECIATIONS

Second Experience Level

The student will recognize that he has a responsibility for completing certain individual tasks.

Third Experience Level

The student will become aware that others rely upon him to complete an accepted task.

Fourth Experience Level

The student will understand that upon successful completion of a task he will be rewarded by self-satisfaction and recognition from others.

Fifth Experience Level

The student will recognize the value and importance of a task to himself and others.

Sixth Experience Level

The student will recognize the relationships between himself and others resulting from the performance of a task.

## COPING BEHAVIORS

1. Major Concept

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

Readiness Level

The student will learn that different skills are required for different tasks.

First Experience Level

The student will learn that several skills may be required to perform a given task.

Second Experience Level

The student will become familiar with job specialization.

# COPING BEHAVIORS

Third Experience Level

The student will understand that some skills can be transferred from one specialized job to another.

Fourth Experience Level

The student will understand that performance requirements for a job will vary with the work setting of the job.

Fifth Experience Level

The student will learn that performance requirements for a job may change with time.

Sixth Experience Level

The student will identify characteristics which differentiate between jobs.

2. Major Concept

There are identifiable attitudes and behaviors which enable one to obtain and hold a job.

Readiness Level

The student will learn how to cope with the rights and feelings of others.

First Experience Level

The student will learn how to cope with authority exercised by others.

Second Experience Level

The student will learn to depend on others and to be depended upon.

Third Experience Level

The student will begin to learn how to become a contributing member of a group.

Fourth Experience Level

The student will continue to learn how to contribute to group effort by demonstrating ability to both compromise and exercise influence in achievement of group goals.

## COPING BEHAVIORS

Fifth Experience Level

The student will understand that work effectiveness depends not just on proficiency but on quality of interpersonal relations as well.

Sixth Experience Level

The student will learn effective interpersonal relations skills for giving or evaluating instructions.

3. Major Concept

Personal values influence work situation coping behaviors.

Readiness Level

The student will become aware that his feelings and the feelings of others relate to values.

First Experience Level

The student will recognize that he possesses unique coping characteristics.

Second Experience Level

The student will recognize cultural differences.

Third Experience Level

The student will understand how cultural differences develop.

Fourth Experience Level

The student will identify his cultural values and their origins.

The student will learn how to develop a sensitivity to other people regardless of physical appearance, nationality, creed, or ethnic background.

Fifth Experience Level

The student will become aware of his feelings and the feelings of others as they relate to commonly held beliefs and customs.

Sixth Experience Level

The student will analyze his values in relation to values of his peer group.

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# CAREER INFORMATION

1. Major Concept

Societal needs determine vocational opportunity.

Readiness Level

The student will become aware of the interdependence of family members as workers in the home.

First Experience Level

The student will understand how the performance of some occupations meets the needs of the community.

Second Experience Level

The student will recognize the interdependency of occupations in maintaining the community.

Third Experience Level

The student will become aware of occupations as related to geographical areas and job mobility.

Fourth Experience Level

The student will recognize the relationship between geography and the location of careers and people.

Fifth Experience Level

The student will recognize that technological developments cause a continual change in the emergence and disappearance of jobs.

Sixth Experience Level

The student will recognize that our economic system causes a continual change in the emergence and disappearance of jobs.

The student will recognize that social and political factors cause a continual change in the emergence and disappearance of jobs.

2. Major Concept

Career development includes progression through stages of educational and occupational experience.

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## CAREER INFORMATION

Readiness Level

The student will be aware that successful performance of a task requires preparation.

First Experience Level

The student will recognize that different preparation is required for successful performance of different tasks.

Second Experience Level

The student will recognize that preparations for and successful performance of one task may aid in successful performance of related tasks.

Third Experience Level

The student will recognize that performing new tasks often requires prerequisite skills.

Fourth Experience Level

The student will recognize that basic responsibilities and performance standards are needed to succeed in any task or occupation.

Fifth Experience Level

The student will recognize that career changes are a natural result of a number of factors.

Sixth Experience Level

The student will be aware that valid qualifications for an occupation rest in the performance competencies needed.

The student will recognize and apply unique specific requirements for job success to various situations.

3. Major Concept

There are ways to obtain basic information which will aid the decision-making process.

Readiness Level

The student will become aware that his past experiences provide information.

## CAREER INFORMATION

First Experience Level

The student will be able to identify sources of information when making choices.

Second Experience Level

The student will learn that people can be sources of information about jobs in his neighborhood and community.

Third Experience Level

The student will understand that his sources of information need to be validated.

Fourth Experience Level

The student will learn that there are written sources of information about careers that will aid him in investigating occupations that are not within his experiential or environmental context.

Fifth Experience Level

The student will know that there are dimensions of work related to worker traits, work environment, job knowledge unique to the occupation, etc., which can be obtained from sources of career information.

Sixth Experience Level

The student will become aware of an array of questions related to determining preferences for exploration of occupational cluster.

4. Major Concept

There is a wide variety of occupations which may be classified in several ways.

Readiness Level

The student will become aware of work performed in his environment (home, neighborhood, school).

First Experience Level

The student will become aware of the work performed in his community.

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## CAREER INFORMATION

Second Experience Level

The student will continue to develop awareness of the work performed in his community and will recognize similarities and differences in skills possessed by these workers.

Third Experience Level

The student will understand the need for job specialization and that there are many specialized jobs within occupational areas.

Fourth Experience Level

The student will understand that occupational areas do have a hierarchical structure which requires different kinds of preparation and within each area preparation for various levels of work.

Fifth Experience Level

The student will be able to devise clustering based upon occupational similarities.

Sixth Experience Level

The student will recognize that there are established ways to cluster occupations.

## DECISION MAKING

1. Major Concept

Life involves a series of choices about career commitments.

Readiness Level

The student will become aware that choice means "making up one's mind."

The student will learn that there are certain situations where he can make choices.

First Experience Level

Things change and these changes influence the choices and decisions a person makes.

# DECISION MAKING

Second Experience Level

The student will develop an awareness that his decisions affect him and others.

Third Experience Level

The student will learn that people change and these changes influence the choices and decisions he makes.

Fourth Experience Level

The student will recognize that decision making involves risks.

Fifth Experience Level

The student will recognize that decision making can precipitate chain reactions.

Sixth Experience Level

The student will recognize that previous decisions, peers, gratifications, needs, interests, and career information influence present and future decisions.

2. Major Concept

There are basic components of the decision-making process which can be applied to career-related decisions.

Readiness Level

The student will learn how to establish his goals.

First Experience Level

The student will become aware of the relationship between his goals and making choices.

Second Experience Level

The student will learn how to identify and assess problems which conflict with his goals.

Third Experience Level

The student will learn how to consider alternative solutions to problems which conflict with his goals.

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## DECISION MAKING

Fourth Experience Level

The student will learn how to choose a best plan and a second plan to solve problems that conflict with his goals and he will work out details of both plans.

Fifth Experience Level

The student will develop, try out, and evaluate a plan to solve a problem that conflicts with his goals.

Sixth Experience Level

The student will develop, try out, evaluate, and make any needed changes on a plan to solve a problem that conflicts with his goals.

## EDUCATIONAL AWARENESS

1. Major Concept

Educational skills and experiences are related to the achievement of career and life goals.

Readiness Level

The student will become aware that there are reasons for going to school.

The student will become aware that learning and performing various tasks are related.

The student will become aware that there may be a relationship between his in-school experiences and out-of-school experiences.

First Experience Level

The student will understand that an individual must be able to read, write, and count in most occupations.

Second Experience Level

The student will become aware that learning helps people do things for their community, state, and nation.

Third Experience Level

The student will be able to recognize the relationship between performance in basic subjects and performance in specific careers.

## EDUCATIONAL AWARENESS

Fourth Experience Level

The student will recognize that participation in school classes and activities may relate to his use of time throughout life.

Fifth Experience Level

The student will be able to relate skills learned in the classroom to those skills used in specific careers.

Sixth Experience Level

The student will be able to understand that desire and capability to learn influence learning and career directions.

2. Major Concept

Different careers and life goals sometimes require different educational preparation.

Readiness Level

The student will recognize that there are different occupations.

First Experience Level

The student will become aware that education is required for various occupations.

Second Experience Level

The student will recognize that the educational requirements for some occupations are different than they are for others.

Third Experience Level

The student will recognize how communications, mathematics, science, and social studies are used in some occupations.

Fourth Experience Level

The student will become familiar with the relationship between in-school experiences and career directions.

Fifth Experience Level

The student will understand that school experiences provide only a part of the learning experience necessary for career development.

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## EDUCATIONAL AWARENESS

Sixth Experience Level

The student will develop an understanding of the different types of educational preparation required for various occupations.

## LIFESTYLE

1. Major Concept

Work affects an individual's standard of living (economic being).

Readiness Level

The student will understand that people work.

First Experience Level

The student will recognize that people are paid for work.

Second Experience Level

The student will recognize that economic rewards vary for different kinds of work.

Third Experience Level

The student will understand that economic rewards for work may satisfy needs and wants.

Fourth Experience Level

The student will become aware of the relationships between desired lifestyles and career monetary rewards.

Fifth Experience Level

The student will relate occupational roles to the concept of economic benefit.

Sixth Experience Level

The student will understand his responsibility for making accommodations for his future.

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## LIFESTYLE

2. Major Concept

Occupational choice affects the range of social benefits available to an individual (social being).

Readiness Level

The student will become aware that there are many reasons why people work.

First Experience Level

The student will become aware that work brings rewards other than money.

Second Experience Level

The student will express a preference for personal-social needs and wants.

Third Experience Level

The student will become aware of the personal and social rewards of various occupations.

Fourth Experience Level

The student will understand that social needs and wants differ among individuals.

Fifth Experience Level

The student will relate occupational roles to the concept of social benefit.

Sixth Experience Level

The student will understand some factors which have caused social benefits to differ among occupations.

3. Major Concept

A relationship exists between a person's career and one's responsibilities as a family member (family being).

Readiness Level

The student will understand that he is a member of a family and the importance of his membership in a family.

## LIFESTYLE

First Experience Level

The student will become aware that being a part of a family brings responsibilities.

Second Experience Level

The student will understand that family members perform jobs they are capable of performing and that responsibilities are shared.

Third Experience Level

The student will understand that cooperation is the first step to successful living and working.

Fourth Experience Level

The student will become aware that family attitudes and the way an individual accepts family responsibilities affect work attitudes and performance.

Fifth Experience Level

The student will understand how work can alter the family.

Sixth Experience Level

The student will understand that family values affect occupational choice.

4. Major Concept

There is a relationship between leisure-time activities and occupational choice (leisure being).

Readiness Level

The student will become aware of the relationship between work and play.

First Experience Level

The student will become aware that leisure-time activities can combine elements of both work and play.

Second Experience Level

The student will become aware that occupational choice affects the amount of leisure time an individual has.

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## LIFESTYLE

Third Experience Level

The student will become aware that work attitudes and interests extend to leisure time.

Fourth Experience Level

The student will learn that hobbies can be related to jobs.

Fifth Experience Level

The student will understand that the skills he learns in work make his leisure time more enjoyable.

Sixth Experience Level

The student will recognize that leisure-time activities may lead to a career.

5. Major Concept

Moral principles are an integral part of life (moral being).

Readiness Level

The student will become aware of the importance of truth and honesty at all times.

First Experience Level

The student will understand the importance of respect for others.

Second Experience Level

The student will recognize that rewards usually go to those who pursue them in a proper way.

Third Experience Level

The student will understand how the family and society would be endangered if people tried to fulfill all their wishes regardless of others.

Fourth Experience Level

The student will understand the limits in satisfying his needs.

Fifth Experience Level

The student will understand that certain jobs could be a poor moral choice.

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## LIFESTYLE

Sixth Experience Level

The student will understand that truthfulness, honesty, and respect are unchanging principles.

## SELF-DEVELOPMENT

1. Major Concept

An understanding and acceptance of self is important.

Readiness Level

The student will become aware of himself--physical, social, and emotional self.

The student will become aware of himself within the context of his family structure.

First Experience Level

The student will recognize the various roles he plays.

Second Experience Level

The student will recognize that there are certain characteristics that make him unique.

Third Experience Level

The student will become aware of himself in relation to his community.

Fourth Experience Level

The student will draw conclusions about self upon performing tasks which are increasingly challenging and compatible with his development.

Fifth Experience Level

The student will be able to assess the relationship between his developing interests and his abilities.

Sixth Experience Level

The student will become aware that there is a relationship between one's knowledge and acceptance of self and what he will become.

# SELF-DEVELOPMENT

2. Major Concept

Social, economic, educational, and cultural forces influence self-development.

Readiness Level

The student will become aware that other people influence him.

First Experience Level

The student will become aware that family and school influence his opportunities and responsibilities.

Second Experience Level

The student will become aware of economic influences on him.

Third Experience Level

The student will become aware that participation in various groups influences his personal development.

Fourth Experience Level

The student will become aware that he is a part of his environment.

Fifth Experience Level

The student will become aware that changes in him influence his environment and that changes in environment influence him.

Sixth Experience Level

The student will become aware that the values of other people influence his values and personal goals.

3. Major Concept

Individuals differ in their interests, abilities, attitudes, and values.

Readiness Level

The student will become aware of his interest in certain activities.

The student will become aware of the tasks that he performs.

## SELF-DEVELOPMENT

First Experience Level

The student will become aware of his ability to perform various tasks.

Second Experience Level

The student will become aware that his interests and abilities are not always the same as his peers.

Third Experience Level

The student will become aware that all people possess unique characteristics.

Fourth Experience Level

The student will become aware of the difference between interests and aptitudes.

Fifth Experience Level

The student will differentiate between himself and others in terms of interests, aptitudes, values, and achievements in and out of school.

Sixth Experience Level

The student will become aware of the relationship among interests, aptitudes, achievements, values, and occupations.

4. Major Concept

It is important to set personal goals for one's self.

Readiness Level

The student will become aware of what "a goal" is.

The student will learn to set goals in his play activities as well as his classroom activities.

First Experience Level

The student will recognize that what he produces when he has a goal is frequently different from what happens when he has no goal.

Second Experience Level

The student will understand why it is necessary to set goals in the classroom.

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# SELF-DEVELOPMENT

## Third Experience Level

The student will recognize that he can relate his needs to goals.

## Fourth Experience Level

The student will become aware that he can influence his future.

The student will become aware that he can change the focus of his goals from immediate to longer range.

## Fifth Experience Level

The student will become aware of the importance of setting priorities in developing goals.

## Sixth Experience Level

The student will become aware that his self-image will affect the goals he sets for himself.

# APPENDIX C

## DEFINITION OF TERMS

Attitudes and Appreciations Dimension: One of the seven components of career development. A major concept and subconcepts for the Attitudes and Appreciations Dimension are found in the Interacting Dimensions Handbook and relate to the affective behaviors associated with the idea that society is dependent upon the productive work of individuals.

Career: A succession of opportunities for service through work, paid or unpaid, and extending throughout life.

Career Development: Personal growth that includes those concepts related to Attitudes and Appreciations, Coping Behaviors, Career Information, Decision Making, Educational Awareness, Lifestyle, and Self-Development.

Career Development Concepts: The concepts identified in each career dimension framework.

Career Education: The curriculum which results when career development concepts and subject matter concepts are brought together in an instructional system that has meaning for students.

Career Information Dimension: One of the seven components of career development. A major concept and subconcepts for the Career Information Dimension are found in the Interacting Dimensions Handbook and relate to data and ways to obtain data about occupations.

Cluster: One of the fifteen broad families of occupations that has been developed by the Bureau of Adult, Vocational, and Technical Education, United States Office of Education. The fifteen clusters are: Agri-Business and Natural Resources, Business and Office Occupations, Communication and Media, Construction, Consumer and Homemaking-Related Occupations, Environment, Fine Arts and Humanities, Health Occupations, Hospitality and Recreation, Marine Science Occupations, Marketing and Distribution Occupations, Manufacturing, Personal Services Occupations, Public Service, and Transportation.

Coping Behaviors Dimension: One of the seven components of career development. Major concepts and subconcepts for the Coping Behaviors Dimension are found in the Coping Behaviors Dimension Guide and relate to the behaviors used when dealing with life situations.

Developmental Dimensions: The four components of career development in which concepts can be sequenced in a logical progression for different experience levels.

Dimension: The classification assigned to the seven major components of career development.

Dimension Framework: An organizational pattern based upon a single major concept, from which follow subconcepts, teacher goals, and pupil performance objectives. It is one of the two major divisions of the dimension guides.

Dimension Guide: A publication which focuses on one of the four developmental dimensions of career development: Coping Behaviors, Decision Making, Lifestyle, and Self-Development. Each guide contains a dimension framework(s) and sample infusion strategies.

Decision Making Dimension: One of the seven components of career development. Major concepts and subconcepts for the Decision Making Dimension are found in the Decision Making Dimension Guide and relate to those behaviors associated with selecting from alternatives.

Educational Awareness Dimension: One of the seven components of career development. A major concept and subconcepts for the Educational Awareness Dimension are found in the Interacting Dimensions Handbook and relate to the reciprocal effects between subject matter concepts and career development concepts.

Infusion Strategy: A series of teaching-learning activities characterized by a single developmental subconcept and selected interacting concepts, which are brought together with concepts from subject matter areas. A sample occupation is used as a context for implementing these concepts. Infusion strategies comprise one of the two major divisions of the dimension guides.

Interacting Dimension: The three components of career development in which all concepts are appropriate for all experience levels.

Interacting Dimensions Handbook: A publication which contains a dimension framework for each of the three interacting dimensions: Attitudes and Appreciations, Career Information, and Educational Awareness.

Lifestyle Dimension: One of the seven components of career development. A major concept and subconcepts for the Lifestyle Dimension are found in the Lifestyle Dimension Guide and relate to the ways an individual chooses to lead his life.

Major Concepts: The important themes for each career development dimension. In the developmental dimensions each of these themes is broken out into subconcepts for each experience level. In the interacting dimensions these main themes are broken out into subconcepts which are appropriate for every experience level.

Professional Book: A publication which explains the rationale for the selection and organization of the dimension and the infusion strategies.

Pupil Performance Objectives for the Dimension: Statements which describe student behaviors for each subconcept in the dimension framework.

*Pupil Performance Objectives for the Infusion Strategy*: Statements which describe student behaviors for the infusion strategy. These statements have been derived from pupil performance objectives for the dimension and from subject matter concepts that have been selected for the infusion strategy.

*REACT Page*: The student materials which accompany each activity in the infusion strategy.

*Self-Development Dimension*: One of the seven components of career development. Major concepts and subconcepts for the Self-Development Dimension are found in the *Self-Development Dimension Guide* and relate to behaviors associated with how a person views himself.

*Subconcepts*: The main ideas which accompany each career development major concept. In the developmental dimensions, there is a subconcept for each experience level. In the interacting dimensions, subconcepts are appropriate for every experience level.

*Subject Matter Concepts*: The concepts commonly taught at each experience level for mathematics, science, language arts, and social studies.

*Teacher Goals for the Dimension*: Statements which describe teacher behaviors for each subconcept in the dimension framework.

*Teacher Goals for the Infusion Strategy*: Statements which describe teacher behaviors for the infusion strategy. These statements have been derived from the teacher goals for the dimension and from subject matter concepts that have been selected for the infusion strategy.